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AUTHOR Shirazi, Annmarie
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ABSTRACT

These 16 institutional research monographs summarize major research efforts at South Oklahoma City Junior College (SOCJC) during fiscal year 1982. The research monographs cover: (1) current educational and employment activities of 1980 graduates of SOCJC; (2) national trends in finance, enrollments, programs, and faculty at two-year colleges; (3) student evaluations of Saturday services; (4) evaluation of the Learning Resources Center by Saturday students; (5) fall enrollment trends; (6) preferred time schedules of day students; (7) graduation rates at SOCJC compared to other two-year colleges; (8) withdrawal rates during spring 1981 and the attitudes and characteristics of withdrawing students; (9) influences on students' decisions to enroll at SOCJC; (10) October 1982 enrollments compared with enrollments in October 1980 and 1981; (11) American College Testing Program scores of students in fall 1981; (12) fall 1981 withdrawal rates, causes, and withdrawing student characteristics; (13) enrollment comparisons for spring 1976 to spring 1982; (14) enrollment patterns, transfers, and educational backgrounds of SOCJC students; (15) follow-up of non-returning students in fall 1981 and spring 1982; and (16) enrollment comparisons based on time of day attendance. Survey instruments are included where appropriate. (KL)

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Institutional Research

Fiscal Year — 1982

ED223285

South Oklahoma City Junior College

JC 820 523

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INTRODUCTION

During fiscal year 1982, a number of research studies were carried out. Sixteen research monographs were published at intervals throughout the year and they served to summarize the major research projects undertaken in 1982.

In 1983, the regular ongoing institutional research projects such as enrollment trends, graduate surveys, and retention studies will be carried out. Under consideration for 1983 as special projects are:

1) A community needs assessment
2) Program Evaluations
3) Evaluation of Marketing Activities

INFORMATION FROM 1980 SOCJC GRADUATES

RESEARCH MONOGRAPH I

Prepared by:

Annmarie Shirazi
Research Office

July, 1981

In May of 1981, questionnaires were sent to all students who graduated from South Oklahoma City Junior College in December, 1979, May, 1980, and July, 1980. A total of 299 questionnaires were sent, and 97 completed questionnaires were returned. This gives a response rate of 32.4%, up some from the previous year. Table I is a copy of the questionnaire, with Tables II through V containing the responses made on each question in the four sections of the questionnaire. To help in making comparisons, the percent responding to each question over the past five times the questionnaire has been used is included in the tables. Table VI contains the written comments made by the 1980 graduates on how they would improve programs or services at the College.

Table II contains the data from Section A of the questionnaire. The trend begun in 1979 toward having more students taking courses to improve or develop their job skills than those seeking to transfer to a four year institution has become even more prominent in 1980. The primary purpose for completing a degree had job related choices reaching an all time high of 69.1% of those responding while university transfer credit reached an all time low of 24.7% The greatest percent of 1980 graduates indicated that they were employed full-time but the percent dropped back to what it had been in 1977 and 1978. The unemployed category continued its steady decline.

The Quality of Instruction was rated good or very good by 88.6% of the graduates - more than in any of the previous times the questionnaire was sent. Instructor interest continued to have a high rating, while the grading and testing procedure showed some comeback in the percent rating it good or very good. Other areas continued to remain about the same as they were in previous years.

In looking at the ratings of College services, one thing needs to be pointed out - three of the seven areas rated had changes made in the heading in 1979 to reflect changes made in the school: "The use of M as a Letter Grade" was changed to evaluate the "Revised Grading System", the "Counseling Program" was changed to "Academic Advisement", and "Counseling" was changed to "The Student Development Center". Considering the four categories which remained the same, the availability of various paces of instruction showed an increase in the percent of those rating it very good and good, while the other three (Financial Aid, Student Activities, and Learning Resources Center) showed minor decreases. The evaluation of the revised grading system maintained the increase in those rating it good and very good that had occurred in 1979, and there were only two written comments dealing with the grading system (See Table VI). Since the majority of the 1980 graduates had experienced both systems, this is a good indication of the students' feelings about the grading system revision. A second area that changed in 1978 was the academic advisement process. The increase in good to very good ratings which was experienced in 1979 was for the most part maintained in 1980. The third changed heading, which went from "Counseling" to "Student Development Center" in 1979 showed a large decrease in good and very good ratings in 1979, but a slight increase was shown in the 1980 graduates' evaluations.

The responses in Section B (Table III) showed some interesting changes. Central State University remained the school students most often transferred to, but SOCJC dropped from number two to number four with OU and OCU coming up to second and third respectively. Another important finding is that those transferring are having less trouble doing so. Written comments presented in Table VI indicate that the revision in the grading system played a part in making transferring easier. The students' evaluation of their preparation for their continued education showed a large jump in the positive direction to break a decreasing trend which had been going on since 1976.

Section C (Table IV) of the questionnaire deals with those who are employed. The responses are relatively similar to those of the previous years, except for the students' perception of the adequacy of their preparation for their jobs which showed a large increase in positive ratings over 1979, bringing it back close to what it had been in 1978. This increase is similar to the response that was given about preparation for their experience at other schools. The big increase in the number of students indicating they were making $1,200 and up a month continued in 1980. The graduates' perception of the availability of jobs showed a slight increase in 1980 over what it had been in 1979.

Tables V and VI contain the responses made to Section D of the questionnaire. The responses of the 1980 graduates showed a leveling in the decrease previously experienced in the percent indicating they were not employed in a job related to their training because they transferred to a four-year school, and a decrease in the percent indicating they were not qualified for a job in their field. A greater percent of 1980's graduates indicated their courses were of immediate direct or indirect benefit rather than of long-term benefit. The percentage representing those who desired to take more courses at SOCJC was up significantly in 1979 from all three previous years and in 1980, this percentage although dropping some, still was very impressive. (A listing of requested courses is included in Table V.) The written comments presented in Table VI can be categorized into 50% positive, 35% negative, and 15% neutral. Basically, the positive comments said to keep up the good work and quality instruction we presently have; and the negative comments dealt with, need for more IP courses, grade problems, problems with advising, problems with instructors, and the need for required courses to be more available.

In summary, the fact that the graduates' perception of the adequacy of their preparation for a job or continued education increased significantly is *important since it is a reflection of the quality of our education, and the continuing desire expressed by the 1979 and 1980 graduates to take more courses at SOCJC is also a very positive indication of how well the school is doing. In using all the above data, one must keep in mind that only 30.1%, less than one/third of the graduates, responded to the questionnaire, which makes generalizations from the data questionable.*

TABLE I

South Oklahoma City Junior College
OFFICE OF RESEARCH & DEVELOPMENT

Dear Graduate:

We are continually striving to improve our curriculum through periodic communication with our graduates. You can help us to help others by taking a few minutes to complete this graduate survey. It will only require a few minutes of your time. Your responses will not be used individually but will be grouped together with those of your classmates and will be used only for this study.

Please complete this survey form as soon as possible and return it to us in the enclosed self-addressed, stamped envelope. Feel free to make any comments which you believe will help us develop a stronger educational institution. Thank you.

Annmarie Shirazi

Please check appropriate block(s) within each category below.

Begin here **Section A**

1 What was your *primary* purpose in completing your degree or certificate program at our college?

1 ☐ Improvement of existing "job skills"
2 ☐ Preparation for job to be obtained
3 ☐ University transfer credit
4 ☐ General interest
5 ☐ Personal enrichment
6 ☐ Other (describe) ____________________

2 What best describes your *present* status?
Check all that apply

1 ☐ Employed full time
2 ☐ Employed part time
3 ☐ Unemployed
4 ☐ Full time homemaker
5 ☐ Looking for work
6 ☐ Enrolled in two-year college
7 ☐ Enrolled in four-year college
8 ☐ Other (describe) ____________________

3 Please rate those course *in your major field of study* according to how well they fulfilled your own individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Quality of instruction	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Grading/Testing procedures	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Instructor interest	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Content of course(s)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Use of instructional media	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Class size	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

4 Please rate only those college services below *that you have utilized* according to how well they fulfilled your own individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Financial Aids	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Student Development Center	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Student Activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Learning Resources/Library	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Academic Advisement	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. The revised grading system (MH, M, Cr)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Several paces of instruction (individual, group, or multiple)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Section B **If you have continued your education at another college, please answer this section. If not, go to Section C.**

1 What is the name of your current (or most recently attended) college?

____
Name

____
City and State

2 Did you have problems transferring to the college indicated above?

1 ☐ Yes; what? ► ► 1 ☐ All credit hours accepted
2 ☐ Transcript problems
2 ☐ No 3 ☐ Admission problems
4 ☐ Other (describe) ____________________

____

3 How many credit hours earned at our college were not accepted at the college indicated above?

1 ☐ All credit hours accepted
2 ☐ Lost 1 - 3 credit hours
3 ☐ Lost 4 - 6 credit hours
4 ☐ Lost 7 - 12 credit hours
5 ☐ Lost 13 - 20 credit hours
6 ☐ Lost more than 21 credit hours

4 *If you are currently enrolled in college,* please indicate your current status and classification at the college indicated above.

Status	Classification
1 ☐ Part time student (less than 12 hrs.)	1 ☐ Junior
	2 ☐ Senior
2 ☐ Full time student (12 or more hrs.)	3 ☐ Graduate student
	4 ☐ Other ____________________

5 How well did the program you completed at our college prepare you for continuing your education?

1 ☐ My preparation was excellent
2 ☐ My preparation was satisfactory
3 ☐ Good in some areas only
4 ☐ Fair, but all areas could have been better
5 ☐ My preparation was inadequate

(over, please!)

Section C

If you are employed, please answer this section.

1 a. Is your *present* occupation related to the courses you have completed at our college?

1 ☐ Yes, directly related
2 ☐ Yes, related
3 ☐ No

b. If *No*, have you been employed in an occupation related to the program you completed *since your date of graduation?*

1 ☐ Yes, directly related
2 ☐ Yes, related
3 ☐ No (if "no," go to Section D)

2 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very poor
2 ☐ Poor
3 ☐ Neutral
4 ☐ Good
5 ☐ Very good

3 Please check below if the course(s) you took at our college helped you in your occupation in any of the following ways.

1 ☐ Helped to obtain job
2 ☐ Helped performance on present job
3 ☐ Helped advance on present job
4 ☐ None of the above
5 ☐ Other (describe) ____________________

____

4 *If you are employed full time*, please indicate your approximate average *monthly* salary range below. This information, when combined with that from other members of your graduating class, will provide valuable information to other individuals in career planning.

1 ☐ Up to $300
2 ☐ $300 to $399
3 ☐ $400 to $499
4 ☐ $500 to $599
5 ☐ $600 to $699
6 ☐ $ 700 to $ 799
7 ☐ $ 800 to $ 899
8 ☐ $ 900 to $ 999
9 ☐ $1,000 to $1,099
10 ☐ $1,100 to $1,199
11 ☐ $1,200 - Up

5 Were you employed in your present occupation prior to completing your program at our college?

1 ☐ No   2 ☐ Yes

6 How would you rate the availability of jobs in your present area?

1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

Section D

Everyone should answer this section.

1 If your current "primary field of employment" is not related to the program you have completed at our college (as specified in Section C), please check each reason which applies. If the program is related to employment, go to Question 2 below.

1 ☐ Transferred to a four-year college
2 ☐ Not sufficiently qualified for a job in my field of college preparation
3 ☐ Preferred to work in another field
4 ☐ Found better paying job in another field
5 ☐ Could not find a job in field of preparation
6 ☐ Worked previously in field of preparation, but changed.
7 ☐ Other (describe) ____________________

____

2 How do you see the course(s) completed at our college in terms of your career plans?

1 ☐ Of immediate, direct benefit
2 ☐ Of long term, direct benefit
3 ☐ Of indirect benefit
4 ☐ Of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

1 ☐ No
2 ☐ Yes; what course(s) ____________________

____

4 We would appreciate any comments regarding how we could improve the program you have completed and/or services we have provided.

____
____
____
____
____
____
____
____
____
____
____

Thank you for assisting us in our survey!

Please return this form in the prepaid envelope as soon as possible!

Name ______________________________

Address (where mail is most likely to reach you in the future.)

____
Street

____
Town   State   Zip

May 1980

TABLE II

SECTION A OF QUESTIONNAIRE

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING				
	1972-1976 Graduates N-153	1977 Graduates N-80	1978 Graduates N-86	1979 Graduates N-84	1980 Graduates N-97
Response Rate to the Questionnaire	56.0%	50.3%	34.8%	30.1%	32.4%
1) What was your primary purpose in completing your degree or certificate program at our College?					
a) Improvement of existing job skills	25.0%	25.0%	17.6%	21.5%	23.7%
b) Preparation for job	30.3%	43.7%	40.0%	44.3%	45.4%
c) University transfer credit	34.9%	32.5%	31.8%	27.8%	24.7%
d) General interest	5.3%	3.7%	7.1%	10.1%	8.2%
e) Personal enrichment	15.8%	12.5%	14.1%	17.7%	20.6%
f) Other	.7%	2.5%	2.4%	2.5%	5.2%
2) What best describes your present status?					
a) Employed full-time	71.2%	61.3%	62.4%	74.7%	63.9%
b) Employed part-time	9.9%	15.0%	10.6%	6.3%	10.3%
c) Unemployed	7.9%	6.3%	5.9%	2.5%	2.1%
d) Full-time homemaker	6.6%	3.8%	5.9%	7.6%	8.2%
e) Looking for work	5.9%	2.5%	3.5%	6.3%	4.1%
f) Enrolled in 2-yr. college	6.6%	6.3%	3.5%	2.5%	5.1%
g) Enrolled in 4-yr. college	30.3%	31.3%	32.9%	31.6%	23.7%
h) Other	3.9%	1.3%	4.7%	1.3%	8.3%

-Continued-

TABLE II (Cont'd.)

QUESTIONS AND POSSIBLE RESPONSES	*PERCENT RESPONDING*				
	1972-1976 Graduates N-153	*1977 Graduates N-80*	*1978 Graduates N-86*	*1979 Graduates N-84*	*1980 Graduates N-97*
3) Rate the following:					
a) Quality of Instruction					
Very good	*37.3%*	*27.5%*	*29.4%*	*40.5%*	*41.2%*
Good	*49.0%*	*53.8%*	*55.3%*	*46.8%*	*47.4%*
Neutral	*7.2%*	*10.0%*	*12.9%*	*7.6%*	*5.1%*
Poor	*2.6%*	*8.8%*	*2.4%*	*3.8%*	*1.0%*
Very Poor	*1.3%*	*0.0%*	*0.0%*	*0.0%*	*3.0%*
b) Grading/testing procedures					
Very good	*25.5%*	*18.8%*	*16.5%*	*26.6%*	*33.0%*
Good	*49.0%*	*53.8%*	*58.8%*	*44.3%*	*42.3%*
Neutral	*12.4%*	*12.5%*	*14.1%*	*17.7%*	*13.4%*
Poor	*9.2%*	*12.5%*	*4.7%*	*10.1%*	*4.1%*
Very Poor	*2.6%*	*2.5%*	*4.7%*	*0.0%*	*3.1%*
c) Instructor interest					
Very Good	*40.5%*	*32.5%*	*37.6%*	*45.6%*	*45.4%*
Good	*45.6%*	*48.8%*	*48.4%*	*49.4%*	*43.3%*
Neutral	*11.1%*	*10.0%*	*8.2%*	*2.5%*	*4.1%*
Poor	*2.0%*	*5.0%*	*5.9%*	*1.3%*	*1.0%*
Very Poor	*2.0%*	*1.3%*	*0.0%*	*0.0%*	*3.1%*
d) Content of courses					
Very good	*28.8%*	*27.5%*	*20.0%*	*31.7%*	*30.0%*
Good	*54.9%*	*56.3%*	*64.7%*	*53.2%*	*55.7%*
Neutral	*9.8%*	*10.0%*	*11.8%*	*10.1%*	*5.2%*
Poor	*3.3%*	*5.0%*	*3.5%*	*3.8%*	*1.0%*
Very Poor	*.7%*	*0.0%*	*0.0%*	*0.0%*	*3.1%*

-Continued-

TABLE II (Cont'd.)

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING				
	1972-1976 Graduates N-153	1977 Graduates N-80	1978 Graduates N-86	1979 Graduates N-84	1980 Graduates N-97
3) (Cont'd.)					
e) Use of instructional media					
Very good	24.8%	22.5%	12.9%	21.5%	28.9%
Good	51.0%	53.8%	63.5%	48.1%	43.3%
Neutral	17.6%	16.3%	20.0%	22.8%	17.5%
Poor	5.2%	7.5%	1.2%	5.1%	2.1%
Very poor	0.0%	0.0%	1.2%	0.0%	5.2%
f) Class size					
Very good	38.6%	31.3%	29.4%	43.0%	36.1%
Good	51.6%	56.3%	57.6%	46.8%	58.6%
Neutral	5.9%	8.8%	8.2%	5.1%	6.2%
Poor	3.3%	3.8%	2.4%	2.5%	2.1%
Very poor	0.0%	0.0%	2.4%	1.3%	0.0%
4) Rate the following College services:					
a) Financial Aids					
Very good	15.7%	16.3%	16.5%	19.0%	19.6%
Good	5.9%	20.0%	17.6%	8.9%	7.2%
Neutral	5.9%	8.8%	15.3%	13.9%	7.2%
Poor	1.3%	1.3%	1.2%	1.3%	1.0%
Very poor	2.6%	1.3%	0.0%	1.3%	1.0%

-Continued-

TABLE II (Cont'd.)

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING				
	1972-1976 Graduates N-153	1977 Graduates N-80	1978 Graduates N-86	1979 Graduates N-84	1980 Graduates N-97
4) (Cont'd.)					
b) Counseling (Student Development Center*)					
Very good	18.3%	7.5%	4.7%	2.5%	9.3%
Good	30.1%	30.0%	31.8%	12.7%	7.2%
Neutral	11.8%	17.5%	20.0%	22.8%	8.3%
Poor	5.2%	3.8%	5.9%	1.3%	4.1%
Very poor	1.3%	7.5%	10.6%	0.0%	1.0%
c) Student Activities					
Very good	7.2%	1.3%	4.7%	5.1%	3.1%
Good	19.0%	15.0%	16.5%	7.6%	7.2%
Neutral	11.8%	22.5%	27.1%	21.5%	11.3%
Poor	1.3%	3.8%	3.5%	2.5%	1.0%
Very poor	1.3%	0.0%	3.5%	1.3%	3.1%
d) Learning Resources Center					
Very good	29.4%	26.3%	21.2%	26.6%	28.9%
Good	41.8%	48.8%	36.5%	45.6%	37.1%
Neutral	8.5%	12.5%	14.1%	10.1%	6.2%
Poor	3.3%	1.3%	10.6%	1.3%	7.2%
Very poor	0.0%	0.0%	1.2%	1.3%	3.1%
e) Counseling Program (Academic Advisement*)					
Very good	13.1%	5.0%	0.0%	22.8%	20.6%
Good	20.9%	25.0%	22.4%	20.3%	19.5%
Neutral	13.1%	20.0%	24.7%	19.0%	8.2%
Poor	4.6%	8.8%	4.7%	8.9%	3.1%
Very poor	2.6%	5.0%	8.2%	0.0%	5.2%

*Questions changed for 1979 graduates to reflect changes which were made in the Student Development Area in 1978.

TABLE II (Cont'd.)

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING				
	1972-1976 Graduates N-153	1977 Graduates N-80	1978 Graduates N-86	1979 Graduates N-84	1980 Graduates N-97
4) (Cont'd.)					
f) Use of "M" as letter grade (The Revised Grading System)**					
Very good	26.8%	12.5%	21.2%	34.2%	28.9%
Good	23.5%	27.5%	22.4%	22.8%	34.0%
Neutral	19.0%	25.0%	18.8%	20.3%	14.4%
Poor	7.2%	11.3%	16.5%	6.3%	3.1%
Very poor	5.2%	12.5%	12.9%	2.5%	2.1%
g) Paced instruction (Individual, Group, or Multiple)					
Very good	52.9%	31.3%	29.4%	41.8%	41.2%
Good	28.1%	42.5%	38.8%	20.3%	29.9%
Neutral	6.5%	11.3%	16.4%	17.7%	5.2%
Poor	2.0%	0.0%	1.2%	0.0%	0.0%
Very poor	0.0%	0.0%	1.2%	0.0%	0.0%

**Question changed for 1979 graduates to reflect changes which had been made in the grading system.

TABLE III

SECTION B OF QUESTIONNAIRE

QUESTIONS	PERCENT RESPONDING				
	1972-1976 Graduates N-79	1977 Graduates N-30	1978 Graduates N-36	1979 Graduates N-36	1980 Graduates N-40
1) College currently attending;					
a) Central State University	41.8%	36.7%	44.4%	44.4%	32.5%
b) University of Oklahoma	19.0%	30.0%	25.0%	11.1%	27.5%
c) Oklahoma City University	13.9%	10.0%	5.9%	8.3%	17.5%
d) Oklahoma State University	3.8%	6.7%			
e) Oklahoma State Univ. Tech.	1.3%				5.0%
f) Oklahoma Baptist University	1.3%				
g) East Central State University	1.3%		2.8%	5.5%	
h) Oklahoma City Southwestern	1.3%				
i) Bethany Nazarene College	1.3%				
j) Houston Baptist University	1.3%				
k) Central Baptist University	1.3%				
l) University of Illinois	1.3%				
m) Amarillo Junior College	1.3%				
n) SOCJC	10.1%	10.0%	11.1%	22.2%	12.5%
o) Northeastern OSU		3.3%			
p) University of New Mexico		3.3%			
q) Univ. Science/Arts Oklahoma			2.8%		
r) East Texas State University				2.8%	
s) Southwestern OSU				2.8%	
t) Oscar Rose Junior College				2.8%	
u) Langston Urban Center					5.0%
2) Did you have problems transferring?					
a) Yes	21.5%	40.0%	22.2%	8.3%	7.5%
Credit hours (acceptance)	8.8%	13.3%	16.7%	2.8%	5.0%
Transcript problems	3.8%	3.3%	0.0%	2.8%	2.5%
Admission problems	2.5%	3.3%	0.0%	0.0%	0.0%
Other	6.3%	20.0%	5.6%	2.8%	0.0%
b) No	78.5%	60.0%	77.8%	91.7%	92.5%

TABLE III (Cont'd.)

QUESTIONS	PERCENT RESPONDING				
	1972-1976 Graduates N-79	1977 Graduates N-30	1978 Graduates N-36	1979 Graduates N-36	1980 Graduates N-40
3) How many credit hours were accepted?					
a) All accepted	59.9%	56.6%	44.4%	55.6%	55.0%
b) Lost 1-3 credit hours	7.6%	6.7%	2.8%	13.9%	2.5%
c) Lost 4-6 credit hours	5.1%	10.0%	11.1%	5.6%	7.5%
d) Lost 7-12 credit hours	6.3%	6.7%	11.1%	2.8%	2.5%
e) Lost 13-20 credit hours	2.5%	3.3%	5.6%	0.0%	5.0%
f) Lost over 21 credit hours	5.1%	0.0%	5.6%	0.0%	10.0%
4) Current status & classification					
a) Part-time student	38.0%	30.0%	50.0%	30.6%	37.5%
b) Full-time student	40.5%	60.0%	30.6%	41.7%	37.5%
c) Junior	36.7%	60.0%	52.8%	27.8%	27.5%
d) Senior	24.1%	23.3%	19.4%	33.3%	32.5%
e) Graduates	2.5%	0.0%	2.8%	8.3%	7.5%
f) Other	7.6%	3.3%	5.6%	2.8%	7.5%
5) How well did the program prepare you to continue your education?					
a) Preparation was excellent.	35.4%	13.3%	36.1%	25.0%	30.0%
b) Preparation was satisfactory.	44.3%	56.7%	33.3%	27.8%	45.0%
c) Good in some areas.	8.8%	20.0%	13.9%	16.6%	10.0%
d) Fair, but all areas could have been better.	2.5%	0.0%	8.3%	2.8%	12.5%
e) Preparation was inadequate.	2.5%	3.3%	0.0%	2.8%	2.5%

TABLE IV

SECTION C OF QUESTIONNAIRE

QUESTIONS	*PERCENT RESPONDING*				
	1972-1976 Graduates N-129	*1977 Graduates N-63*	*1978 Graduates N-69*	*1979 Graduates N-70*	*1980 Graduates N-87*
1) a) Is your present job related to the courses you completed?					
Yes, directly related	*46.5%*	*65.1%*	*52.2%*	*50.0%*	*52.9%*
Yes, related	*28.7%*	*14.3%*	*20.3%*	*27.1%*	*27.6%*
No	*14.0%*	*20.6%*	*27.5%*	*22.9%*	*19.5%*
b) Have you been employed in a related occupation since you graduated?					
Yes, directly related	*2.3%*	*0.0%*	*2.9%*	*1.4%*	*3.4%*
Yes, related	*3.1%*	*7.7%*	*1.4%*	*1.4%*	*2.3%*
No	*12.4%*	*84.6%*	*23.2%*	*20.0%*	*16.1%*
2) How would you rate the training you received in relation to its usefulness on the job?					
Very poor	*2.7%*	*3.9%*	*1.4%*	*4.3%*	*2.3%*
Poor	*4.4%*	*5.8%*	*1.4%*	*1.4%*	*4.6%*
Neutral	*13.3%*	*15.4%*	*7.3%*	*12.9%*	*8.1%*
Good	*54.0%*	*53.9%*	*55.1%*	*35.7%*	*43.7%*
Very good	*22.1%*	*25.0%*	*21.7%*	*27.1%*	*26.4%*

-Continued-

TABLE IV (Cont'd.)

QUESTIONS	PERCENT RESPONDING				
	1972-1976 Graduates N-129	1977 Graduates N-63	1978 Graduates N-69	1979 Graduates N-70	1980 Graduates N-87
3) How did courses help you in your occupation?					
a) Helped to obtain job	40.7%	46.2%	47.8%	41.4%	33.3%
b) Helped performance on present job	48.7%	59.6%	36.2%	40.0%	44.8%
c) Helped advance on present job	25.7%	30.8%	23.2%	24.3%	28.7%
d) None of the above	8.8%	9.6%	5.8%	7.1%	5.7%
e) Other	6.2%	7.7%	5.8%	1.4%	9.2%
4) What is your average monthly income?					
a) Up to $300	0.0%	0.0%	0.0%	1.4%	2.3%
b) $300 to $399	2.7%	0.0%	0.0%	0.0%	0.0%
c) $400 to $499	5.3%	1.9%	4.3%	0.0%	3.4%
d) $500 to $599	0.9%	5.8%	4.3%	2.8%	0.0%
e) $600 to $699	8.8%	5.8%	7.3%	4.3%	3.4%
f) $700 to $799	9.7%	7.7%	7.3%	5.7%	1.2%
g) $800 to $899	15.9%	21.2%	10.2%	5.7%	5.7%
h) $900 to $999	7.1%	13.5%	5.8%	7.1%	6.9%
i) $1,000 to $1,099	8.8%	5.8%	10.2%	8.6%	6.9%
j) $1,100 to $1,199	1.8%	3.8%	5.8%	5.7%	5.7%
k) $1,200 and up	19.5%	19.2%	15.9%	34.3%	34.5%
5) Were you employed in your present job prior to completing your program?					
a) Yes	38.9%	38.1%	49.3%	40.0%	43.6%
b) No	54.9%	47.6%	37.7%	40.0%	42.5%

TABLE IV (Cont'd)

QUESTIONS	PERCENT RESPONDING				
	1972-1976 Graduates N-129	1977 Graduates N-63	1978 Graduates N-69	1979 Graduates N-70	1980 Graduates N-87
6) How would you rate the availability of jobs in your present occupation?					
a) Very good	29.2%	34.9%	30.4%	18.6%	23.0%
b) Good	27.4%	27.0%	27.5%	30.0%	29.9%
c) Neutral	15.0%	12.7%	15.9%	11.4%	17.2%
d) Poor	14.2%	6.3%	10.2%	18.6%	6.9%
e) Very poor	7.1%	3.2%	4.4%	1.4%	8.1%

TABLE V

QUESTIONS	PERCENT RESPONDING				
	1972-1976 Graduates N-153	1977 Graduates N-80	1978 Graduates N-86	1979 Graduates N-84	1980 Graduates N-97
1) If your employment is not related to your program, which reason(s) apply?					
a) Transferred to a four-year college.	20.3%	20.0%	19.8%	13.9%	13.4%
b) Not sufficiently qualified for job in my field.	3.9%	8.8%	4.7%	10.1%	3.1%
c) Preferred to work in another field.	5.2%	2.5%	3.5%	6.3%	9.3%
d) Found better paying job in another field.	6.5%	6.3%	7.0%	5.1%	4.1%
e) Could not find job in my field.	4.6%	1.3%	4.7%	1.3%	5.2%
f) Worked previously in my field, but changed.	2.0%	1.3%	1.2%	1.3%	2.1%
g) Other	3.9%	5.0%	9.3%	7.6%	8.3%

TABLE V (Cont'd.)

QUESTIONS	1972-1976 Graduates N-153	1977 Graduates N-80	1978 Graduates N-86	1979 Graduates N-84	1980 Graduates N-97
2) How do you see the courses completed in terms of your career plans?					
a) Of immediate, direct benefit.	41.2%	42.5%	40.7%	38.0%	41.2%
b) Of long-term, direct benefit.	49.7%	46.3%	44.2%	57.0%	41.2%
c) Of indirect benefit	16.3%	16.3%	17.4%	16.5%	20.6%
d) Of no benefit	3.3%	2.5%	1.2%	0.0%	4.1%
3) Are you interested in taking other courses at SOCJC?					
a) No	15.7%	36.3%	46.5%	24.1%	25.8%
b) Yes	47.7%	58.8%	45.5%	72.2%	68.0%

c) Other Courses (Listed by 1980 Graduates Only)

1. Data Processing (Computer related courses) - 4
2. Electronics - 4
3. Foreign Languages - 4
4. Backpacking - 3
5. Drafting - 3
6. Psychology - 3
7. Art - 3
8. Math - 2 (Algebra 1513 TBTB) - 3

-Continued-

3) (Cont'd.)

9. *Auto Mechanics - 2*
10. *Photography - 2*
11. *Tennis - 2*
12. *Accounting - 2*
13. *Nursing (toward B.S.) - 2*
14. *Self Enrichment - 2*
15. *Karate*
16. *Shorthand*
17. *Private Pilot Ground School*
18. *General Education*
19. *History*
20. *Philosophy*
21. *Economics II*
22. *Sociology*
23. *Business Communications*
24. *Sewing*
25. *Food Service Courses*
26. *Paramedic Refresher Course*
27. *Printing*
28. *Broadcasting*
29. *Woodworking (personal)*
30. *Engineering*
31. *Humanities and Literature*
32. *Banking*
33. *Science*
34. *Gerontology*
35. *Business Management*
36. *Welding*
37. *Political Science*
38. *Secretarial Science on Contracts*

TABLE VI

COMMENTS

Accounting - Try to understand how counselors and students talk about their subjects. Many times I went to talk to a counselor and didn't get any satisfaction about the type of classes they suggested that I need.

Business - As I was 67 years old the day after I graduated, my situation probably is different from others.

Being that I do work full-time and did so while I was attending SOCJC, the grading system was most beneficial as I could study for a test when I had the time (due to overtime, I was very busy sometimes).

I was impressed with the math, science and accounting departments. Excellent programs. From service manager for a security sales organization dealing with banks, the program did help in obtaining the job, but prior knowledge in electronics was the primary factor.

The school is very satisfactory and serves the community well.

Since you've gone to the MH, M, Cr grading, you might as well go to A, B, C. I enjoyed my years at SOCJC and it was certainly cheaper than OCU! Many of the instructors care more about their students at SOCJC than some at OCU. I started SOCJC not knowing if I wanted to finish school but I now have 80 yours to my credit! Thanks to SOCJC for the encouragement.

I think more Individual Pace courses should be offered. Those courses really benefit the full-time employed student.

Chemistry - Very good college!

Child Development- I was very disappointed with my teacher there. She did not have lessons ready half the time, didn't show up. There was disinterest in students of how they were doing and lack of communication. This was in Child Development area. I would not have this teacher any more if I had to. Thank you.

Commercial Art - One of the most upsetting experiences was trying to draw without a model in the Figure Drawing class - someone needs to get steady modeling. It would have been nice to see the printing room expanded. The silkscreening was virtually impossible due to the size of the room.

The only problem I had was with transferring grade points to OU. I was there before the system changed to MH, M, or Cr. OU accepted my M prior to the change as "C's", so my grade point average is much lower.

-Continued-

TABLE VI (Cont'd.)

Commercial Art (Cont'd)	- Courses and teachers can be improved. Lawson Thomas was or is a very good teacher. It would be a good idea to bring real life "jobs" into the class to gain more practical experience. Make MH qualifications based on performance of material introduced during class period to entire class, not on extra out of class assignments for those who have few non-school related responsibilities, light class load, and ample time.
Corrections	- I personally enjoyed the Corrections courses. My original major at SOCJC was Business, but when I enrolled in Pat Barker's course, I became interested in the field of Corrections; therefore, I enrolled in more Corrections courses. Pat is a really great instructor. I enjoyed his classes very much. Any chance of his coming to OCU?
Diversified Studies	- Felt practicums in health related field were too concentrated. Would like to see them spread out more over two-year period like in Nursing.
Drafting & Design	- I feel the Intro to Physics II should be removed and Trig. or other course that is more involved with Drafting be put in instead. Sometimes I found that learning the material which is taught can be no problem. Everyone has 3 chances to do it. This can create problems. I found myself learning the material for the test only, not for the future. I have a very hard time recalling it.
Electronics	- More IP courses; it is very necessary that the laboratories are available more often outside of class scheduled time. Somehow labs must be open for make-up work and areas of study which are difficult especially for IP students. Also, for IP and working students, there is some difficulty in taking tests at some testing centers. I am grateful for the help and education the school offered to me. If it were not for my schooling, I would not have my present job in this area of owrk. Thank you all. In my area, more sophisticated lab work would help.
E M T	- My experience with SOCJC varied according to the instructors. Some were excellent - some were poor. Bob Evans has made great strides in improving the E M T department.
General Office Asst.	- There is a desperate need for a room for the deaf or hard of hearing. I only feel that I missed so much because I couldn't hear in the classroom. Also, it should be strongly stressed that a student on entering college for the first time to have a course in study skills.

-Continued-

Gerontology Technology - The gerontology program was excellent. Jane Carney is a wonderful instructor. The only problem is I don't see much financial or job advancement due to my degree. Yes, I am personally very satisfied with my knowledge and training in the gerontology program but what good has it done? An associate degree isn't worth anything!

More help in finding employment.

Mid - Management - My degree helped me get my first jobs and after that, my experience was the major consideration. I do still intend to pursue a B. S., because it would open more opportunities for me, but only because I have the experience and know where my opportunities lie. The counseling I received at SOCJC did not do this for me, and it should have. My Mid-Management degree has done absolutely nothing for me. No one knows what a MID-MGT. is!

Modern Languages - In my opinion, the teachers and staff at SOCJC are far better than any others I have encountered at any univeristy in the U. S. I continue to be impressed and interested by the school as a whole. Keep up the good work!

Nursing - Consider re-evaluation of instructors' ability to retain their personal bias and prejudice with students.

L R C needs more research and specialty material related to health care fields.

Your general courses are fine. The nursing program is unbelievable! I feel like I did all the instruction and work myself and I felt constant pressure. The main pressure came from the nursing tests. 1 point below 85 and I would be out after the third time. The tests were very unfairly written. I passed through luck!

More clinical time for nursing students would be beneficial. Doing an entire shift in the clinical area the last semester would improve transition to job.

I was pleased with my education while at SOCJC.

Printing Technology - One main gripe was how misled I was about the pay in the printing job market. It took two years to make five and a half dollars an hour. When I took the classes, I thought it was a higher paying field. I finally quit my job in printing. Now I work on an oil rig and make ten dollars an hour (starting pay) and didn't need any training at all. I feel like I wasted my time in printing technology.

Psychology - Concept of mastery is valid and should be continued. Concern for adult learners is important. Adult learners at OU are treated impersonally and almost childlike. Graduate Assistants are inept as compared to caliber of teachers at SOCJC.

-Continued-

Psychology (Cont'd) - I liked the program I completed. I like the grading and testing system very much. It was much better than normal college testing and grading. I liked the college very much.

I think everyone should be assigned to an advisor from the very beginning of their studies. My advisor at OU has been an enormous help to me.

The mastery grading system doesn't adequately provide the student with precise knowledge of how he is progressing. Pertaining to TBTV, I'm into advanced courses and can't get them via TBTV. I specifically need college algebra 1513, and it's never been offered.

Science Biology - SOCJC has done more than their share in helping their students. I consider myself lucky and have benefited greatly by attending SOCJC.

Secretarial Science - Suggest offering courses on litigation and courtroom procedures, the court system in local counties and also, courses in legal books and statutes for document preparation and research purposes.

Sociology - The only comment that I have is that all the courses and programs were excellent!

Teachers understood that a lot of the students worked and would pace work assignments so students could stay caught up. Enjoyed TBTV. Barbara in Admissions and Records was extremely helpful!

Surgical Technology - I was working for a Doctor before and while I was going to school. When I completed my course in surgical technology, then of course, I received a raise, as well as becoming more beneficial to my boss.

Theatre Arts - Begin to teach musical theatre, children's theatre, technical theatre, so that students in theatre can get more from theatre than straight drama.

Speech Communications - My degree was in speech communication. It would have helped if there had been more regular courses available in the night school program. I did quite well with the special programs we developed; however, I feel I could have learned even more in a classroom situation.

Visual Arts - The counselor that was assigned to me in Visual Arts was a very poor instructor who was of no benefit in counseling. Other instructors were most effective.

Other Comments - When I applied for nursing school at OSU Tech Institute, my grades from SOCJC were not able to be added into my overall GPA. If they had been, they would have considered them as only a 3.0 rather than 3.25 (Master's). Bummer!

-Continued-

Other Comments (Cont'd)

- *Stop Biology requirement!*

  Stop Science requirement!

  You could greatly improve the program by omitting the science requirements for Human Affairs degree.

National Trends in Two Year Colleges

Research Monograph II

Prepared by:

Annmarie Shirazi
Office of Research & Development

August 1981

The following research monograph has been developed using information supplied by the American Association of Community and Junior Colleges. The information was collected through March of 1980; therefore, the last complete fiscal year referred to is 1979.

Administration and Financing

In 1979, 1,200 two-year colleges reported 16,609 administrators and 16,155 professional support staff. Forty-six percent of the support staff were women and 16.4% were from ethnic minority groups while approximately 33% of the administrators were women and 13.9% were from ethnic minority groups.

Of the 1,230 two-year institutions listed in the *1980 Community, Junior, and Technical College Directory*, 85 were multi-campus districts, 186 were private, and 130 were branches of a four-year school. The trends in financing appear to be toward state funding and away from local sources. The three principal sources of funding in 1979 are the same as previous years - property tax, state appropriations (4.5 billion, up 21.5% since 1977), tuition and fees, (representing 17.6% of the revenue at two-year colleges). Federal aid only represents 6% - 10% of the operating budgets. In fiscal year 1978, $6.1 billion was spent. This was 9.7% more than in 1977. The revenues were also up over the previous year but only by 9.5%.

The funding per FTE student on a national level ranged from a high of $2,634 to a low of $1,010 per FTE student with the mean being $1,814. Expenditures on instruction ranged from 43 to 50 percent of the budget, operations 11 to 15 percent of the budget, about 8 percent on student services, and 5 percent on libraries.

Enrollment

All the enrollments reported in Table I are based on the number of people enrolled in credit classes on a full or part-time basis. Beyond the 4,487,872 enrollments reported in 1979 on the Table, another 3,420,942 people participated in community education programs on a non-credit basis, an increase of 11.1% over 1978. Continuing education supplied by community colleges has increased 500% between 1968 and 1979.

TABLE I

ENROLLMENT IN TWO-YEAR COLLEGES

Fiscal Year	Number of Colleges	Enrollment	Percent of Increase of Enrollment over Preceding Year Enrollment
1965	771	1,292,753	23.8
1966	837	1,464,099	13.3
1967	912	1,671,440	14.2
1968	993	1,954,116	16.9
1969	1,038	2,186,271	11.9
1970	1,091	2,499,837	11.4
1971	1,111	2,680,762	7.2
1972	1,141	2,866,062	6.9
1973	1,165	3,144,643	9.7
1974	1,203	3,527,340	12.1
1975	1,230	4,069,279	15.4
1976	1,233	4,084,976	0.4
1977	1,235	4,309,984	5.5
1978	1,234	4,304,058	-0.1
1979	1,230	4,487,872	4.3

Credit enrollments in two-year schools were up 4.3% over the previous year and they represented 39% of all enrollments in postsecondary education. Of the 4,487,872 enrollments, 62.7% were part-time students. This was up from 61% in 1978. Because of the increase in part-time students, the National Center for Education Statistics has predicted that enrollments in two-year colleges will increase 7.7% from 1978 to 1988, while four-year schools will decline 6.0% in the same time period. Over 40% of the two-year schools are expecting an increase in the mid-eighties of greater than 5%.

The age of those attending two-year schools has been increasing since 1970. In 1970, 53% of the two-year college students were under 20 and by 1977 only about 37% were under 20 years old. The average age of students in two-year colleges in credit colleges was 27 in 1979. Of all the minority students in higher education, 38.8% were enrolled in two-year colleges. From 1970 to 1978, a 52% increase was experienced in minority enrollment in two-year schools. In 1979, the percent of women enrolled in two-year colleges was above 50% (52.6%) for the first time.

Comparing the enrollments of students in two-year colleges with four-year schools, it can be seen that those at two-year schools ususally are: older, married, attending part-time, from less affluent homes, and have parents with lower educational levels. The educational goals of those at two-year schools differs from four-year schools with 80% of the first-time full-time students at two-year colleges indicating their reason for attending as the ability to get a better job. Of those attending two-year colleges, women, minorities, people over 24, and part-time students have become the "traditional" learner rather than the "non-traditional."

Types of Programs Offered in Two-Year Colleges

Two-year colleges have focused on three areas of programming - Vocational, Occupational, Technical, providing job training which leads directly to employment; Transfer, Liberal Arts, College Parallel, providing an educational base comparable to the first two years of four-year degree; Community Education, Special Interest Programs, providing educational activities requested by the community in civic, cultural, and recreational areas.

The occupational programs have been growing since the mid-sixties and enrollments in programs in this cluster have increased at a faster rate than total enrollment or enrollments in transfer programs at two-year colleges. In 1965, the enrollment in occupational programs was 13% of the total enrollments at two-year schools; in 1970, it was 30% and in 1979 it was 53%. The American Freshman: National Norms for Fall 1979 indicates that students have more materialistic goals which is creating changes in program enrollment patterns.

Transfer programs have not been experiencing the growth of occupational programs but humanities and general education courses are experiencing some new interest as they are offered through newspaper and televised courses, and in interdisciplinary programs. A national longitudinal study of the high school classes of 1972 showed that of the students who enrolled in a two-year college in 1972, over 25% had transferred to a four-year school by 1978. Studies of the GPA of transfer students at the four-year schools show that they usually have a slightly higher GPA at the end of the Junior year than the native students.

The Community Education course offerings are very important to the two-year college with data from the AACJC Community Education Center *showing that 95% of the two-year schools responding to their survey on community education services indicated they offered programs to respond to their communities' needs. The "adult" learner has been defined by the National Center for Education Statistics (NCES) for their 1978 study of Participation in Adult Education as all part-time credit learners and all non-credit learners. This national study revealed that the average adult learner is 36 years old, has an income of $20,300, two years of college, and is seeking career and/or personal enrichment. Other findings showed:*

1) *11.8% (18.2 million) of the population over 17 years old are enrolled as adult education students.*
2) *57% of those enrolled are women.*
3) *The higher the level of education already achieved and the higher the income, the more likely the person is to enroll in adult education.*
4) *The two main reasons for taking courses were to improve or advance on the job (38.9%) and personal or social reasons (31.2%).*
5) *Most learners are not looking for a degree.*

The Faculty

The faculty teaching both full and part-time in 1979 was 212,173, up 2% from the previous year. Full-time faculty (9 hours or more) has remained fairly constant the past two years with 44% of the faculty being full-time in 1979. Women made up 39% of the faculty in 1979 showing a 15.2% increase over the past four years. Minority faculty have shown increases between 1970 and 1979 in Black's (55%) and Hispanic's (260%), but no growth has been experienced in Asians and American Indians. The average age of the full-time faculty in two-year schools was 42 in 1979.

The average salaries for faculty rose 6.0% from 1978 to 1979, while in the same year the Consumer Price Index rose 9.4%. Tenure is granted to 56% of the faculty in public two-year colleges and 50% of the faculty in private schools. The educational levels of faculty show over 75% having Master's degrees and 14% having Doctorates.

Summary

Some of the more interesting data shows that:

1) *An increase in enrollments at two-year colleges of 7.7% is expected from 1978 to 1988.*

2) *The average age of students enrolled in credit classes is 27 while it's 36 for those in the continuing education area.*

3) *Occupational programs have had the most rapid growth and now have over 50% of the total enrollments.*

4) *44% of the faculty teach full-time, 56% have tenure, and 75% have Master's degrees.*

Further information in all areas is available in the Research Office.

Survey of Saturday Services

Research Monograph III

Prepared by:

Annmarie Shirazi
Research Office
September 1981

In the spring of 1981, a questionnaire was developed to determine the adequacy of current services offered Saturday students and to identify services for which there is a need. In the spring semester, there were 604 students enrolled in Saturday classes. Questionnaires were distributed to all classes on April 4th or 11th, 1981. A total of 438 attended class on those two Saturdays, and 224 completed questionnaires. This gives a response rate of 54.1%. Table I is a copy of a portion of the questionnaire the students completed while Table II is a listing of the responses made. The questionnaire had two functions. First, to evaluate Saturday services in general and secondly, to look specifically at the L R C and its services. This monograph analyzes only the evaluation of the general services. The evaluation of the L R C Saturday services will be presented in the next monograph.

The first question sought to find the number of students who were only taking Saturday classes. Just under 50% indicated they were only on campus on Saturdays with 36.6% indicating that they attended a class at night as well as their Saturday class, and 20.5% indicated they were attending day classes also. (percentages are greater than 100 due to the students enrolled in both day and night classes). The second part of question one which asks students if they would take a class on Sunday was not received very favorably 72.3% said they would not. (numerous comments of "heathen" were recorded).

The second question lists eight service areas and asks the student to indicate their adequacy. Many students did not respond to one or more of the areas; therefore, the percentages in Table II do not add up to 100%.

Table I

SATURDAY SERVICES

Your responses to this questionnaire will determine if added services or changes in current services are needed.

Please check the ONE response which is most appropriate unless otherwise instructed. In all questions, we are asking you to evaluate only the services here at SOCJC. If you would like to see the results, they will appear in the Pioneer or you can check in the Research Office after April 20th.

1. a) Do you attend class other than on Saturday?

______NO ______YES, DAY ______YES, NIGHT

b) Would you attend classes on Sunday?

______NO ______YES

2. Please check if the services available to you on Saturdays in the following areas are adequate.

a)	Admissions Office	______YES	______NO
b)	Student Development Center	______YES	______NO
c)	Enrollment Assistance	______YES	______NO
d)	Bookstore	______YES	______NO
e)	L R C	______YES	______NO
f)	Information Center	______YES	______NO
g)	Labs and Test Centers	______YES	______NO
h)	Food Service	______YES	______NO

3. If services are not adequate, how should they be changed?

a) Admissions Office ______________________________
b) Student Dev. Center ______________________________
c) Enrollment Assistance ______________________________
d) Bookstore ______________________________
e) L R C ______________________________
f) Information Center ______________________________
g) Labs and Test Centers ______________________________
h) Food Service ______________________________

4. Are there services which you feel need to be added on Saturday?

____
____
____

There was a fairly even split on the positive and negative ratings of the services provided by the Admissions Office, Student Development Center, Enrollment Assistance and Labs and Test Centers. The services of the L R C, Information Center, and Food Service were rated as adequate by from 60% to 70% of the students indicating a fairly positive feeling about the adequacy of these three areas. The Bookstore is the only area of service which received a significantly higher proportion of negative ratings than positive; 64.7% of those rating the bookstore indicated the services were not adequate.

The third question asked students to indicate the kind of changes they would like to have in the areas they checked as inadequate. The responses varied and a copy of all the exact responses is in the Research Office but basically, they fell into five groups. The first grouping was of those respondents who wanted the services open on Saturday; second, was the grouping of those who said they had not used the service or felt they did not need it; a third group felt the service was okay as is; the fourth group of comments indicated they did not know the services were available on Saturday, and group five made specific concrete suggestions for the improvement of services.

Table II

Question	*N = 224*	*% Responding*
1. a) Do you attend other than Saturday classes?		
No		*49.1%*
Yes, day		*20.5%*
Yes, night		*36.6%*
b) Would you attend classes on Sunday?		
Yes		*27.7%*
No		*72.3%*

(Continued)

Table II (Continued)

		Question	N = 224	% Responding
2.		Are the services available to you on Saturday adequate?		
	a)	Admissions Office		
		Yes		43.8%
		No		40.6%
	b)	Student Development Center		
		Yes		48.2%
		No		32.1%
	c)	Enrollment Assistance		
		Yes		42.4%
		No		40.6%
	d)	Bookstore		
		Yes		27.7%
		No		64.7%
	e)	L R C		
		Yes		60.3%
		No		28.6%
	f)	Information Center		
		Yes		63.4%
		No		19.7%
	g)	Labs and Test Centers		
		Yes		40.6%
		No		43.3%
	h)	Food Service		
		Yes		72.8%
		No		17.9%
3.		How should inadequate services be changed?		
	a)	Admissions Office (57 responses)*		
		1) Open Saturday		63.2%
		2) Don't need or have not used		3.5%
		3) Okay as is		8.8%
		4) Not open or don't know if it is open		8.8%

(Continued)

Table II (Continued)

Question	N = 224	% Responding
5) Suggested changes -		
a) Extend hours on Saturday		8.8%
b) Able to pay fees on Saturday		1.8%
c) Organize office bettar		1.8%
d) More personnel		1.8%
e) Open I D center		1.8%
b) Student Development Center (42 responses)*		
1) Open Saturday		35.7%
2) Don't need or have not used		19.1%
3) Okay as is		21.4%
4) Not open or don't know if open		7.1%
5) Suggested changes -		
a) Counseling by appointment		2.4%
b) Increase Saturday hours		11.9%
c) More personnel		2.4%
c) Enrollment Assistance (51 responses)*		
1) Open on Saturday		51.0%
2) Don't need or have not used		9.8%
3) Okay as is		9.8%
4) Not open or don't know if it is open		9.8%
5) Suggested changes -		
a) Open Financial Aid		2.0%
b) Be able to pay fees		2.0%
c) Counselor available for planning program		3.9%
d) Be more flexible		2.0%
e) Increase hours		9.8%
d) Bookstore (113 responses)*		
1) Open on Saturday		62.8%
2) Don't need or have not used		1.8%
3) Okay as is		3.5%
4) Not open or don't know if it is open		5.3%
5) Suggested changes -		
a) Have books when needed		1.8%
b) Increase hours		4.4%
c) More flexible		0.9%
d) Open 1/2 a day		14.2%
e) Open once a month		5.3%

(Continued)

Table II (Continued)

Question	N = 224	% Responding
e) L R C (41 responses)*		
1) Open on Saturday		34.1%
2) Don't need or have not used		4.9%
3) Okay as is		29.3%
4) Not open or don't know if it is open		0.0%
5) Suggested changes -		
a) Increase hours		4.9%
b) Open by 8:00 a.m.		2.4%
c) Have more books		2.4%
f) Information Center (31 responses)*		
1) Open on Saturday		32.3%
2) Don't need or have not used		3.2%
3) Okay as is		45.2%
4) Not open or don't know if it is open		0.0%
5) Suggested changes -		
a) Open more hours		12.9%
b) Better information on classes		6.5%
g) Labs and Test Centers (69 responses)*		
1) Open on Saturday		68.1%
2) Don't need or have not used		1.4%
3) Okay as is		15.9%
4) Not open or don't know if it is open		0.0%
5) Suggested changes -		
a) More flexible		1.4%
b) Longer hours		11.6%
c) Open 2 hours in afternoon		1.4%
h) Food Service (41 responses)*		
1) Open on Saturday		17.1%
2) Don't need or have not used		0.0%
3) Okay as is		41.5%
4) Not open or don't know if it is open		0.0%
5) Suggested changes -		
a) Full service on Saturday		24.4%
b) Longer hours on Saturday		12.2%
c) Too crowded and messy		2.4%
d) Bad food		2.4%

(Continued)

Table II (Continued)

	Question	N = 224	% Responding
4.	*Are there additional services needed?*		
a)	*None*		*12.9%*
b)	*Bookstore*		*10.3%*
c)	*Lab and Test Centers*		*5.8%*
d)	*Larger variety of classes*		*3.6%*
e)	*Counselor*		*2.2%*
f)	*Same services as other students - we pay the same*		*1.3%*
g)	*Admissions*		*1.3%*
h)	*L R C*		*0.9%*
i)	*Food Service*		*0.5%*
j)	*Child Care*		*0.5%*
k)	*School open until 5:00 p.m.*		*0.5%*
l)	*Financial Aids*		*0.5%*

**Percentages based on the actual number of responses.*

Table II above looks at the responses in the five categories for each of the service areas. The Bookstore received the greatest number of written comments at 113; Labs and Test Centers were next with 69 written comments. All the other areas were in the forties and fifties except the Information Center which received only 31 written comments. The number of written comments reflect the students satisfaction with the service since the question asked them to indicate changes in those services they felt were inadequate. Over 60% of the responses under the Admissions Office, the Bookstore, and the Labs and Test Centers indicate the need for the service to be available on Saturday. Having Enrollment Assistance available on Saturday also ran high with 51% of those responding looking for assistance on Saturdays. Looking at the "okay as is" response, Information Center and Food Service both had over 40% of those responding in that category, while the Student Development Center and the L R C had between 20% and 30% of those responding in that category. The specific suggestions can be found under each service in the Table.

The fourth question asked students to indicate any other services which they felt were needed. Of the two hundred and twenty-four responding, 10.3% indicated the Bookstore as their response; Labs and Test Centers were second with 5.8% of the responses. Other specific responses can be found in Table II.

In summary, it appears that a large portion of Saturday students are here only on Saturdays. The weakest area of service as they perceive it is in the Bookstore with the Labs and Test Centers coming in second.

Evaluation of the L R C by
Saturday Students

Research Monograph IV

Prepared by:
Annmarie Shirazi
Research Office
September 1981

A questionnaire was distributed to all Saturday classes on two separate Saturdays in April 1981. A total of 604 students were enrolled in Saturday classes but only a total of 438 were in attendance during the two Saturdays. Of those distributed, 224 were completed giving a 51.1% response rate. The first portion of the questionnaire collected information on Saturday services in general and this information has been presented in Research Monograph III. The second portion of the questionnaire collected data about the L R C and its Saturday services. The analysis of this information is presented in this monograph.

While evaluating the information presented, it should be kept in mind that of those responding, 49.1% attend classes only on Saturdays. The first question asked the students how often they used the L R C. Over 55% indicated that they never used the L R C or only used it rarely, while just over 31% indicated they used it once a week or more.

Assignments, study, research, and the use of video all had over one-fourth of those responding indicating that they used the L R C for that purpose. When asked if they had trouble finding information in the L R C, 67.4% said "no", 5.8% said "yes", and the other 26.8% of the people did not answer the question.

The final question listed twelve L R C areas and asked people to rate them on a scale of one (well below average) to five (well above average). The average rating is listed in Table II for each of the areas. The number of books received the lowest rating while the amount of study space received the highest rating. There was not much variation in ratings with all ratings falling between average and above average.

In general, the L R C has received a very positive evaluation from the Saturday students. Although a large proportion of students do not use the L R C often, it appears they do not have trouble locating materials and that they are positive about their ratings of the various areas and services of the L R C.

Table I

SATURDAY SERVICES

Your responses to this questionnaire will determine if added services or changes in current services are needed.

Please check the ONE response which is most appropriate unless otherwise instructed. In all questions, we are asking you to evaluate only the services here at SOCJC. If you would like to see the results, they will appear in the Pioneer or you can check in the Research Office after April 20th.

1) How often do you use the L R C?

______More than once a week
______Once a week
______Twice a month
______Once a month
______Rarely
______Never

2) What do you use the L R C for most often? (Check all that apply)

______Assignments
______Study
______Research
______Videos/Cassettes/Slides
______Leisure Reading
Other____________________

3) Do you have problems finding information in the L R C?

______YES
______NO

If YES, what problems?____

4) How would you rate the following areas or the services of the L R C? Circle the number which best describes your opinion of each.

	well below average	below average	average	above average	well above average	have n used
a) The LRC materials	1	2	3	4	5	6
b) The LRC staff	1	2	3	4	5	6
c) Overall usefulness of the LRC	1	2	3	4	5	6

(continued)

		well below average	below average	average	above average	well above average	have not used
d)	Number of operating	1	2	3	4	5	6
e)	Number of books	1	2	3	4	5	6
f)	Number of videos	1	2	3	4	5	6
g)	Number of slides	1	2	3	4	5	6
h)	Number of staff members	1	2	3	4	5	6
i)	Amount of study space	1	2	3	4	5	6
j)	Number of periodicals	1	2	3	4	5	6
k)	Number of cassettes	1	2	3	4	5	6
l)	Instruction given in the use of the LRC	1	2	3	4	5	6

Table II

Responses to the Questionnaire

N = 224

Question		% Responding
1)	How often do you use the L R C?	
	a) More than once a week	13.4%
	b) Once a week	17.9%
	c) Twice a month	8.5%
	d) Once a month	5.4%
	e) Rarely	24.6%
	f) Never	31.7%
	g) Other	
	1) Not open on Saturday	0.9%
	2) Not open when needed	0.5%
2)	What do you use the L R C for most often?	
	a) Assignments	28.6%
	b) Study	31.7%
	c) Research	27.2%
	d) Videos/Cassettes/Slides	25.5%
	e) Leisure Reading	9.8%
	f) Other	
	1) Copy Machine	1.8%

(continued)

Question	*% Responding*
3) Do you have trouble finding information in the L R C?	
a) No	*67.4%*
b) Yes	*5.8%*
Problems	
1) Need more help	*1.3%*
2) Locating books due to numbering system and physical arrangement	*0.9%*
3) Not enough resource material	*0.9%*
4) Reserve material missing	*0.5%*
5) Too noisy	*0.5%*
6) Hidden	*0.5%*
7) Poorest library I've ever seen	*0.5%*

4) Rate each of the following areas with (1) being below average and (5) being above average.

	Average Rank
a) L R C materials	*3.24*
b) L R C staff	*3.36*
c) Overall usefulness of the L R C	*3.37*
d) Number of operating hours	*3.19*
e) Number of books	*2.99*
f) Number of videos	*3.21*
g) Number of slides	*3.20*
h) Number of staff members	*3.14*
i) Amount of study space	*3.72*
j) Number of periodicals	*3.10*
k) Number of cassettes	*3.10*
l) Instruction given in the use of the L R C	*3.24*

Fall 1981 Enrollment
Compared to Previous Falls

Research Monograph V

Prepared by:
Annmarie Shirazi, Research Office

October 1981

Fall 1981 headcount enrollment was up by 7.2% from what it was in the fall 1980 going from 7,345 to 7,873. If fall 1981 is compared with the previous spring, then a decrease in headcount enrollment of .8% was experienced. Similar findings are seen when the credit hour enrollments are looked at with a 4% increase in credit hours from fall 1980 to fall 1981 and a .05% decrease in credit hours from spring 1981 to fall 1981. This is the first time that a fall headcount enrollment has not exceeded its previous spring and 1978 is the only other time that the credit hours were more in the spring than the following fall. Calculating the average credit hours per student, it can be seen that it has stabilized at just under six hours.

Considering the biographic data, the percent of males decreased by 2% from what it had been in the spring which makes it almost identical to what it had been in fall 1980. The average age of the students dropped back some from the previous spring but it is still over 29. This average age is not significantly different than that found in national publications on two-year community colleges. The ethnic background of the students has continued in the same ratio as it has been for the past three semesters except for the percent of Asians and Native Americans which have flip-flopped. The percent of married students decreased some while the percent of single students went up.

There was an increase in the percent of students who were part-time, and in those who were enrolled for the first time at South Oklahoma City Junior College. The percent of first time students *was the lowest it has ever been in a fall semester. This finding will need to be followed for if it is a trend, it could lead to enrollment decreases down the line. Looking at the reason a person is attending classes, the percent listing continuing education has continued to increase just as it has been since fall 1979. Both immediate job entry and transfer plans showed approximately a 3% decrease in each category. If this trend continues, it will mean that we will have a greater percent of part-time students which in turn means we will have more students carrying fewer credit hours, since the continuing education people are usually those who carry only one or two classes at any point in time.*

In summary, then there are two areas which need to be watched. First, the declining percent of first time students enrolled this fall as compared to the previous falls and secondly, the increase in the percent indicating their educational goal to be continuing education.

Table I contains all of the comparison data referred to throughout this monograph.

TABLE I

ENROLLMENT SUMMARIES - SPRING 1976 THROUGH FALL 1981

CATEGORY	SPRING 1976	FALL 1976	SPRING 1977	FALL 1977	SPRING 1978	FALL 1978
TOTAL ENROLLMENT	3605	4414	4770	5379	5184	*5421
MALE	1955 (54.2%)	2038 (46.2%)	2393 (50.2%)	2275 (42.3%)	2378 (45.9%)	2242 (42.4%)
FEMALE	1650 (45.8%)	2376 (53.8%)	2377 (49.8%)	3104 (57.7%)	2806 (54.1%)	3043 (57.6%)
FULL-TIME	1181 (32.8%)	1363 (30.9%)	1504 (31.5%)	1354 (25.2%)	1325 (25.6%)	1070 (20.2%)
PART-TIME	2424 (67.2%)	3051 (69.1%)	3266 (68.5%)	4025 (74.8%)	3859 (74.4%)	4215 (79.8%)
NEW STUDENTS (first time at SOCJC)	2231 (61.9%)	2059 (46.7%)	1904 (39.9%)	2662 (49.5%)	2139 (41.3%)	2300 (43.8%)
RETURNING STUDENTS	1204 (33.4%)	2231 (50.5%)	2688 (56.4%)	2636 (49.0%)	2986 (57.6%)	2714 (51.6%)
GRADUATES (Special)	170 (4.7%)	124 (2.8%)	178 (3.7%)	81 (1.5%)	59 (1.1%)	242 (4.6%)
SINGLE	1150 (31.9%)	1621 (36.5%)	1692 (35.5%)	1978 (36.8%)	1909 (36.8%)	1952 (36.9%)
MARRIED	2006 (55.6%)	2219 (50.3%)	2433 (51.0%)	2661 (49.5%)	2558 (49.3%)	2621 (49.6%)
WIDOWED	30 (.8%)	48 (1.1%)	52 (1.1%)	65 (1.2%)	73 (1.4%)	67 (1.3%)
DIVORCED/SEPARATED	419 (11.6%)	535 (12.1%)	593 (12.4%)	675 (12.5%)	644 (12.4%)	645 (12.2%)
AVERAGE AGE	28.57 yrs.	27.8 yrs.	28.80 yrs.	28.5 yrs.	29.20 yrs.	28.6 yrs.
BLACK	194 (5.4%)	245 (5.6%)	351 (7.4%)	313 (5.8%)	316 (6.1%)	255 (4.8%)
WHITE	2880 (79.9%)	3527 (79.9%)	3716 (77.9%)	4378 (81.4%)	4176 (80.6%)	4599 (87.0%)
AMERICAN INDIAN	82 (2.3%)	111 (2.5%)	156 (3.3%)	169 (3.1%)	191 (3.7%)	184 (3.5%)
ASIAN	17 (.5%)	20 (0.5%)	21 (.4%)	24 (0.5%)	23 (.4%)	87 (1.6%)
HISPANIC	65 (1.8%)	90 (2.0%)	86 (1.8%)	98 (1.8%)	77 (1.5%)	74 (1.4%)
INTERNATIONAL	87 (2.4%)	95 (2.2%)	79 (1.7%)	71 (1.3%)	75 (1.5%)	64 (1.2%)
OTHER/NO RESPONSE	280 (7.8%)	326 (7.4%)	361 (7.6%)	326 (6.1%)	326 (6.3%)	22 (.4%)
IMMEDIATE JOB ENTRY	2234 (62.0%)	2792 (63.3%)	2997 (62.8%)	3355 (62.4%)	2880 (55.6%)	**2094 (39.6%)
TRANSFER	1329 (26.9%)	1170 (26.5%)	1292 (27.1%)	802 (14.9%)	630 (12.2%)	**1415 (26.8%)
CONTINUING EDUCATION	42 (1.2%)	452 (10.2%)	481 (10.1%)	1222 (22.7%)	1674 (32.3%)	**1776 (33.6%)
FTE/CREDIT HOURS	1931 / 28965	2244 / 33660	2435 / 36525	2531 / 37965	2455 / 36825	2363 / 35440
AVERAGE CREDIT HOURS	8.04	7.63	7.66	7.06	7.10	6.54

- Continued -

TABLE I (Continued)

ENROLLMENT SUMMARIES - SPRING 1976 THROUGH FALL 1981

CATEGORY	SPRING 1979	FALL 1979	SPRING 1980	FALL 1980	SPRING 1981	FALL 1981
TOTAL ENROLLMENT	*5192	6313	6819	7345	7934	7873
MALE	2214 (43.7%)	2513 (39.8%)	3024 (44.3%)	2983 (40.6%)	3376 (42.6%)	3178 (40.4%)
FEMALE	2851 (56.3%)	3800 (60.2%)	3795 (55.7%)	4362 (59.4%)	4558 (57.4%)	4695 (59.6%)
FULL-TIME	1063 (21.0%)	1206 (19.1%)	1335 (19.6%)	1304 (17.8%)	1373 (17.3%)	1231 (15.6%)
PART-TIME	4002 (79.0%)	5107 (80.9%)	5484 (80.4%)	6041 (82.2%)	6561 (82.7%)	6642 (84.4%)
NEW STUDENTS (first time at SOCJC	1846 (36.4%)	2745 (43.5%)	2569 (37.7%)	3060 (41.7%)	2810 (35.4%)	3078 (39.1%)
RETURNING STUDENTS	2898 (57.2%)	3153 (49.9%)	3686 (54.1%)	3763 (51.2%)	4454 (56.1%)	4225 (53.7%)
GRADUATES (Special)	321 (6.3%)	415 (6.6%)	564 (8.3%)	522 (7.1%)	670 (8.5%)	570 (7.3%)
SINGLE	1796 (39.0%)	2305 (36.5%)	2419 (35.5%)	2812 (38.3%)	2894 (36.5%)	3074 (39.0%)
MARRIED	2582 (51.0%)	3193 (50.6%)	3469 (50.9%)	3,560 (48.5%)	4043 (51.0%)	3844 (48.8%)
WIDOWED	66 (1.3%)	83 (1.3%)	102 (1.5%)	93 (1.3%)	86 (1.0%)	89 (1.1%)
DIVORCED/SEPARATED	621 (12.3%)	732 (11.6%)	829 (12.2%)	880 (12.0%)	911 (11.5%)	866 (11.0%)
AVERAGE AGE	29.10 yrs.	29.4 yrs.	30.01 yrs.	29.5 yrs.	30.15 yrs.	29.63 yrs.
BLACK	244 (4.8%)	326 (5.2%)	299 (4.4%)	313 (4.3%)	345 (4.3%)	323 (4.1%)
WHITE	4335 (85.6%)	5437 (86.1%)	5821 (85.4%)	6280 (85.5%)	6775 (85.4%)	6740 (85.6%)
AMERICAN INDIAN	251 (4.9%)	257 (4.1%)	292 (4.3%)	226 (3.1%)	220 (2.8%)	189 (2.4%)
ASIAN	1 (.02%)	119 (1.9%)	181 (2.7%)	297 (4.0%)	319 (4.0%)	352 (4.5%)
HISPANIC	64 (1.3%)	66 (1.1%)	105 (1.5%)	98 (1.3%)	110 (1.4%)	105 (1.3%)
INTERNATIONAL	88 (1.7%)	***	***	***	***	***
OTHER/NO RESPONSE	82 (1.6%)	108 (1.7%)	119 (1.8%)	131 (1.8%)	167 (2.1%)	164 (2.1%)
IMMEDIATE JOB ENTRY	**2248 (44.4%)	2963 (46.9%)	2942 (43.1%)	2853 (38.8%)	3063 (38.6%)	2771 (35.2%)
TRANSFER	**1313 (26.0%)	1311 (20.8%)	1590 (23.3%)	1562 (21.3%)	1687 (21.3%)	1480 (18.8%)
CONTINUING EDUCATION	**1504 (29.7%)	2039 (32.3%)	2289 (33.6%)	2930 (39.9%)	3184 (40.1%)	3622 (46.0%)
FTE/CREDIT HOURS	2259 / 33886	2595 / 38931	2815 / 42227	2913 / 43693	3031 / 45464	3030 / 45442
AVERAGE CREDIT HOURS	6.53	6.17	6.19	5.95	5.73	5.77

*Included in this total are 127 people (spring) and 136 people (fall) on whom data was not obtained from the computer.

**Numbers are not comparable to previous years due to changes in the reporting system.

***International and Oriental American categories have been eliminated with Asians replacing Orientals and many Internationals also falling into the Asian category.

A Look at the Time of Day
Students Enroll in Classes

Research Monograph VI

Prepared by:
Annmarie Shirazi, Research Office

November 1981

The percentages used in this monograph can be found in Table I and Table II. Table I presents the data on headcount enrollment while Table II represents the same information only using credit hour enrollment. Both tables give data from the fall of 1981 back to the spring of 1977 in the following categories: 1) students enrolled in only day class (8:00 a.m. - 5:00 p.m.), 2) students enrolled in only night sections (5:00 p.m. - 10:30 p.m.), 3) students enrolled in both day and night sections, and 4) students enrolled in only arranged sections. The percentages in both tables are based on the total headcount or credit hours for the particular semester.

Looking first at day class only, it can be seen that they make up from 20 to 25% of the total headcount enrollment and from 25 to 30% of the credit hour enrollment each semester presented. The percent of credit hours in the day only area is always greater than the percent of enrollment except in the summer of 1977 when the percent of headcount was a bit higher (just under one percentage point). The differences between the percent of headcount and credit hours ranged from 1 to 6 percentage points with average being approximately 4.

The greatest percent of both students and credit hour production is those enrolled only at night. From 50 to 60% of the students are enrolled only in night classes but they produce only from 40 to 50% of the credit hours. Across all semesters, the percent of credit hours produced by those at night only is less than the percent night only students make up of the total enrollment. This reinforces earlier indications that night students carry fewer credit hours than day students. The discrepancy between the percent of headcount and credit hours in the same semester is from 6 to 18 percentage points, with a difference of from 14 to 15 points being the most common. Although the day and night enrollments also show a great deal of disparity between credit hours and headcount enrollments, those in night only have the greatest differences between the percent of enrollments and the percent of credit hours produced.

Those students enrolled in both day and night classes make up from 10 to 20% each semester and the credit hours they produce is from 18 to 32% of the total credit hours. These students are enrolled in a greater percent of credit hours than the percent that they make up of the enrollment and are similar to day only students in this respect. The discrepancy between the headcount and credit hour percentages is from 6 to 17 percentage points with the majority of semesters having the difference of from 9 to 10 percentage points.

The data from students enrolled in only arranged sections shows the headcount having a higher percentage compared to the total than the credit hours except in the summer of 1980, but the number of people taking only arranged classes is very small indeed.

In summary, those enrolled in night sections only make up the greatest portion of our students in any semester. It is also found that if we want to increase credit hour production, then we probably need to be going after the students like those who are taking day classes and day and night classes. We may want to try to answer the question of why our night students are night students and how we might encourage them to take more classes during any one semester.

TABLE I

HEADCOUNT ENROLLMENT

	Day Only	Night Only	Day and Night	Arranged Only
Fall 1981	23.61%	61.15%	13.26%	1.96%
Summer 1981	24.74%	63.02%	9.46%	2.76%
Spring 1981	22.49%	59.54%	15.29%	2.54%
Fall 1980	24.30%	62.92%	13.31%	1.59%
Summer 1980	23.64%	57.50%	10.08%	0.87%
Spring 1980	26.83%	54.21%	14.78%	4.16%
Fall 1979	25.28%	57.43%	14.30%	2.97%
Summer 1979	22.80%	57.42%	12.55%	7.20%
Spring 1979	24.76%	54.98%	16.11%	4.14%
Fall 1978	23.78%	59.84%	13.69%	2.67%
Summer 1978	27.08%	51.90%	10.96%	10.04%
Spring 1978	27.16%	54.55%	18.27%	--
Fall 1977	24.22%	59.53%	16.23%	--
Summer 1977	28.57%	54.52%	16.89%	--
Spring 1977	25.38%	53.36%	21.25%	--

TABLE II

CREDIT HOUR ENROLLMENT

	Day Only	Night Only	Day and Night	Arranged Only
Fall 1981	29.20%	45.16%	24.70%	0.92%
Summer 1981	26.62%	52.91%	18.79%	1.66%
Spring 1981	26.55%	42.11%	30.18%	1.14%
Fall 1980	28.62%	45.76%	31.36%	0.67%
Summer 1980	25.37%	49.10%	19.71%	5.80%
Spring 1980	29.56%	39.21%	29.14%	2.07%
Fall 1979	30.37%	42.49%	25.65%	1.46%
Summer 1979	28.27%	47.95%	18.77%	4.99%
Spring 1979	29.85%	40.07%	28.14%	1.92%
Fall 1978	30.05%	45.81%	22.84%	1.29%
Summer 1978	28.10%	46.00%	19.09%	6.79%
Spring 1978	30.20%	40.66%	29.12%	--
Fall 1977	29.22%	44.54%	26.22%	--
Summer 1977	27.93%	45.44%	26.62%	--
Spring 1977	26.53%	40.69%	32.76%	--

A Comparison of Graduation Percentages with Other Two-Year Colleges

Research Monograph VII

Prepared by:
Annmarie Shirazi
Research Office

November 1981

The question was asked as to whether the number of graduates which we put out is typical of other two-year colleges. In an attempt to answer this question, South Oklahoma City Junior College was compared with Oscar Rose Junior College and Tulsa Junior College. Since our first graduating class was four years after that of Oscar Rose Junior College and Tulsa Junior College, and since the number of graduates is directly related to the size of the school, a direct comparison of the number of graduates is not meaningful. A system of calculating a percentage of graduates was developed which used the fiscal years fall enrollment as the base for comparison. Table I gives the percentages for the three schools from 1970-71 which was Tulsa Junior College's and Oscar Rose Junior College's first graduating class through 1979-80 is the last year for which comparison information is available. As can be seen, the number of our graduates has remained at between 4 and 5% of the fall enrollment since our second graduating class in 1974-75. The percent of graduating students at the other two schools has been more variable with both rising above 7% and then gradually falling to under 6% in 1979-80. Oscar Rose Junior College has shown a steady decrease since 1976-77 in both enrollment (except 1979-80) and the percent of graduates, while Tulsa Junior College has shown a steady increase in enrollment but a decrease (except in 1979-80) in percent of graduates since 1975-76. Although the percent of students at South Oklahoma City Junior College is not significantly different than Oscar Rose Junior College and Tulsa Junior College in the last two years, we have continually been carrying a lower percentage.

A second way to look at the number of graduates which we have each year is to look at the educational intent of our students and compare the number of graduates with the number of students who indicated that they planned on completing a degree. Table II makes this comparison for fiscal years 1979, 1980, and 1981. The percent of graduates has gone up each year from 8.9% to 12.2%. This increase can be attributed to two factors: 1) the number of people indicating they plan on completing a degree has decreased all three years, and 2) the number of people graduating has increased each year.

In summary, two areas stand out. First, the percentage of our graduates when compared to the fall enrollments is more consistent than at other schools. Secondly, the percent of people graduating based on the number of people who indicated they planned to complete a degree is fairly high and it is on the increase. This increasing trend needs to continue.

TABLE I

PERCENT OF GRADUATES

	Year 1970-1971		Year 1971-1972		Year 1972-1973		Year 1973-1974		Year 1974-1975	
	Fall 1970 Enrollment	% of Graduates	Fall 1971 Enrollment	% of Graduates	Fall 1972 Enrollment	% of Graduates	Fall 1973 Enrollment	% of Graduates	Fall 1974 Enrollment	% of Graduates
South Oklahoma City Junior College							1,852	1.94%	2,572	4.04%
Tulsa Junior College	2,796	0.52%	3,923	3.82%	4,834	6.02%	5,002	7.74%	5,596	6.88%
Oscar Rose Junior College	1,767	0.62%	3,021	2.85%	3,643	4.72%	5,243	4.90%	6,253	5.77%

- continued -

TABLE I (Continued)

PERCENT OF GRADUATES

	Year 1975-1976		Year 1976-1977		Year 1977-1978		Year 1978-1979		Year 1979-1980	
	Fall 1975 Enrollment	% of Graduates	Fall 1976 Enrollment	% of Graduates	Fall 1977 Enrollment	% of Graduates	Fall 1978 Enrollment	% of Graduates	Fall 1979 Enrollment	% of Graduates
South Oklahoma City Junior College	3,735	4.07%	4,414	4.73%	5,379	4.33%	5,421	5.00%	6,313	4.26%
Tulsa Junior College	6,169	7.56%	7,138	6.30%	8,398	5.89%	9,285	4.91%	10,505	5.06%
Oscar Rose Junior College	7,766	5.51%	8,054	7.04%	8,049	6.87%	7,841	6.15%	8,627	5.78%

TABLE II

SOUTH OKLAHOMA CITY JUNIOR COLLEGE GRADUATES

	Number Indicating a Desire to Complete a Degree in the Fall of the Year	Number of Graduates in July, December, and May of the Fiscal Year	Percent of Graduates
1978 - 1979	3,310	296	8.9%
1979 - 1980	3,125	311	10.0%
1980 - 1981	2,926	358	12.2%

Retention Study:
Officially Withdrawing Students
Spring 1981

Research Monograph VIII

Prepared by:
Annmarie Shirazi, Research Office
December 1981

In the spring of 1981, 7,934 students were enrolled and of this number, 350 officially withdrew from classes. This gives a 4.4% withdrawal rate. Previous withdrawal rates had been 6.7% in the fall of 1978 and 5.4% in the fall of 1979. Although the withdrawal rate appears to be decreasing, in fact the number withdrawing is remaining fairly constant at between 340 and 360 each semester, but since the total enrollment has been increasing, the percentage has been decreasing.

Table I contains information on each major. The first three columns contain data comparing the percent of each major who withdrew. The two majors with the greatest proportion of their students officially withdrawing are Business and Banking and Finance; this is true across all three semesters reviewed. E M T and Accounting were both higher than they had been in previous semesters. Columns 3 and 4 give information on the total spring enrollment in each major and the percent that that major comprised of the total spring 1981 enrollment. The last column reflects the percent withdrawing students comprised in each major. Looking down this column, General Office Assistant, Corrections Prep, and Manufacturing Technology had the highest withdrawal rates, but these programs had very small enrollments; therefore, minor changes create large percentages. The two majors where high percentages have some meaning are E M T and Math, both with about 10% of their majors withdrawing during the spring semester.

The biographical makeup of the group can be found in Tables II and III. The females outnumbered the males all three semesters with the percentage being the highest this spring, but the percentage of males and females withdrawing is not any different than what it was in the total spring population.

Marital status has shown some changes with a significant increase in the percent of those married over the previous two semesters and a significant decrease in the other category which includes widowed, divorced or separated. When compared to the total spring enrollment, the single students make up a greater percent of those officially withdrawing than those enrolled in the spring with the married and other category being less than the spring enrollment.

Ethnic background showed an interesting change with a greater percent of Whites and Asians withdrawing than the percent they represented in the spring or than they had been either of the other semesters. The percent of Blacks, Native Americans, and Hispanics who withdrew were less than they had been in either of the other semesters. These changes are significant only in that they indicate changes which need to be watched.

The age breakdown presented in Table III shows that approximately 50% of those officially withdrawing were between the ages of 21 and 30. Those between 16 and 20 showed a marked decrease in percent compared to the previous two semesters.

Many variables can be the cause for students withdrawing from school. A couple which may play a part are the number of credit hours the students enroll in and the times the students enroll in classes. Table IV shows the percent of students enrolled in each of the six credit hour groupings. Comparing the three semesters, there was a higher percent of students in the 1 to 3 credit hour category withdrawing than in either of the fall semesters. But a greater percent of students were in this category in the spring than had been in the falls which could explain the increase. The class attendance time in Table V reveals that those withdrawing from day classes is greater this spring than it has been in the two falls and it is close to 10% higher than the spring enrollment. The other three categories were lower than the two fall semesters. This trend should be watched since the day only students tend to be those carrying more hours.

The reasons that students expressed for withdrawing from school remained very similar to the reasons given the previous falls, with the majority indicating work responsibilities and personal reasons, with others being more specific and indicating they had financial problems, no time, or they were moving. It would appear from students' responses to the withdrawal questionnaire that there are not many reasons which the school would have been able to act on.

Trends which might be developing and could be attended to by the College are:

1) Single people are more likely to leave.
2) Students who are between the ages of 21 and 30 are more likely to leave.
3) Students enrolled in day classes only and those enrolled in 1 to 3 hours.
4) Students with majors in Business, and Banking and Finance are more likely to withdraw.

TABLE 1

Major	Percentage by Major of those Officially Withdrawing			Total Spring 1981		Percent of the Total Enrollment by Program Not Returning
	Spring 1981	Fall 1979	Fall 1978	Percent of Students in Each Program	Number of Students by Program	
Business	27.7	19.8	23.9	27.8	2,202	4.41
Speech Communications	.6	.6	.3	0.4	30	6.67
Pre-Engineering	3.7	3.2	1.4	3.6	286	4.55
Visual Arts	1.4	1.2	2.5	1.0	81	6.17
Music	1.4	.9	1.4	1.4	110	4.55
Theatre Arts	.3	.6	.3	0.3	24	4.17
Modern Language	.6	.6	.3	1.0	81	2.47
Humanities	.3	.6	.3	0.7	57	1.75
Mathematics	1.7	1.7	2.5	0.8	66	9.09
Science	2.3	6.4	3.9	3.2	253	3.16
Psychology	3.7	4.1	6.4	5.1	405	3.21
History	.9	0.0	.8	0.6	44	6.82
Political Science/Pre-Law	.6	1.5	1.7	0.7	57	3.51
Sociology	.6	.6	1.4	1.0	76	2.63
Diversified Studies	0.0	0.0	.6	0.7	55	0.00
Accounting	6.0	5.2	3.9	4.2	335	6.27

-continued-

TABLE 1 (Cont'd)

Major	Percentage by Major of those Officially Withdrawing			Total Spring 1981		Percent of the Total Enrollment by Program Not Returning
	Spring 1981	Fall 1979	Fall 1978	Percent of Students in Each Program	Number of Students by Program	
Banking & Finance	9.1	13.4	10.8	6.4	505	6.34
Secretarial Science	4.9	4.4	5.0	2.8	222	7.66
Mass Media Communications	1.4	1.2	2.2	1.4	114	4.39
Printing Technology	.9	.6	.6	0.6	49	6.12
Commercial Art	1.4	.9	1.9	2.0	159	3.15
Credit Union Management	0.0	0.0	0.0	0.1	6	0.00
Merchandising Management	0.0	.9	.6	0.4	31	0.00
Real Estate	.3	.9	1.0	1.0	77	1.30
Data Processing	1.1			1.8	143	2.80
General Office Assistant	1.4	.3	.6	0.1	9	55.56
Food Service Management	0.0	.3	.3	0.4	33	0.00
Insurance Management	1.4	.3	0.0	1.7	133	3.76
Mid-Management	1.7	2.3	4.2	1.7	138	4.35
Nursing	4.0	5.8	5.0	4.7	370	3.78
Occupational Therapy-Therapeutic Recreation	.9	0.0	.8	0.8	63	4.76
Surgical Technology	.9	1.5	1.0	0.8	65	4.62

-continued-

TABLE 1 (Cont'd)

Major	Percentage by Major of those Officially Withdrawing			Total Spring 1981		Percent of the Total Enrollment by Program Not Returning
	Spring 1981	Fall 1979	Fall 1978	Percent of Students in Each Program	Number of Students by Program	
Medical Records Technology	0.0	0.0	0.0	0.3	22	0.00
Gerontology	0.0	.3	.3	0.3	23	0.00
Emergency Medical Technology	6.3	2.3	3.3	2.6	209	10.53
Drafting & Design Technology	.3	1.2	3.1	1.6	123	0.81
Automotive Technology	0.0	.9	0.0	0.5	43	0.00
Welding Technology	.3	2.3	.6	1.1	83	1.21
Electronics Technology	6.3	4.4	4.4	4.4	351	6.27
Manufacturing Technology	.3	0.0	.6	0.1	9	11.11
Machine Technology	.9	.6	0.0	0.9	73	4.11
Construction Technology	.6	.6	.6	0.9	69	2.90
Repair TV Repair Technology	0.0	.6	0.0	0.0	3	0.00
Metal Fabrication Technology	0.0	0.0	0.0	0.2	16	0.00
Industrial Electronics Technology	0.0	0.0	0.0	0.3	22	0.00
Child Development	.9	.9	.6	0.8	60	5.00
Corrections	2.6	5.5	.8	2.2	172	5.23

-continued-

TABLE 1 (Cont'd)

Major	Percentage by Major of those Officially Withdrawing			Total Spring 1981		Percent of the Total Enrollment by Program Not Returning
	Spring 1981	Fall 1979	Fall 1978	Percent of Students in Each Program	Number of Students by Program	
Corrections Prep	.3			0.1	6	16.67
Recreational Leadership	1.7	1.2	.3	4.7	371	1.62
TOTALS	350/4.4%	344/5.4%	360/6.7%	100%	7,934	

TABLE II

Categories	Percent in Spring Enrollment 1981	% of Students Who Officially Withdrew Fall 1978	% of Students Who Officially Withdrew Fall 1979	% of Students Who Officiall Withdrew Spring 1981
Male	42.6	45.6	43.6	42.9
Female	57.4	54.4	56.4	57.1
Married	51.0	41.4	43.0	47.5
Single	36.5	44.2	39.8	41.4
Other	12.5	14.4	17.2	11.1
Black	4.3	7.2	5.5	4.0
Caucasian	85.4	84.4	82.9	86.9
Native American	2.8	3.3	5.5	3.1
Asian	4.0	0.3	1.8	3.1
Hispanic	1.4	2.8	2.6	1.7
Other and No Response	2.1	1.9	1.7	1.2

TABLE III

Age	Percent of Students Officially Withdrawing Fall 1978	Percent of Students Officially Withdrawing Fall 1979	Percent of Students Officially Withdrawing Spring 1981
16 - 20	16.1	19.8	10.3
21 - 25	26.9	25.9	31.7
26 - 30	22.8	21.2	20.6
31 - 35	11.9	11.3	15.1
36 - 40	9.2	6.4	10.0
41 - 45	5.0	7.5	4.0
46 - 50	2.2	2.3	4.3
51 - 55	2.8	0.0	1.7
56 - 60	.6	.6	0.6
61 and over	.3	.9	.8
No age reported	2.2	4.1	.9

TABLE IV

Number of Credit Hours	Percent of Students Who Officially Withdrew Fall 1978	Percent of Students Who Officially Withdrew Fall 1979	Percent of Students Who Officially Withdrew Spring 1981
1 - 3	39.2	44.2	52.6
4 - 6	27.8	24.4	22.0
7 - 9	13.3	9.6	12.0
10 - 12	14.7	15.4	9.1
13 - 15	4.2	5.5	4.0
Over 15	.8	.9	0.3

TABLE V

Categories	Percent in Spring Enrollment 1981	% of Students Who Officially Withdrew Fall 1978	% of Students Who Officially Withdrew Fall 1979	% of Students Who Officially Withdrew Spring 1981
Day Classes Only	22.8	25.0	26.7	32.0
Night Classes Only	59.7	60.3	60.2	53.7
Arranged Classes Only	2.5	3.3	3.5	2.9
Combination of Day and Night	15.0	11.4	9.6	11.4

TABLE VI

Reasons for Leaving	% Responding
Moving	10.1
Financial	2.7
No Time	10.1
Changed School	4.0
Personal	24.2
Course not what expected	6.1
Work	28.6
Family Responsibility	3.0
Health (self or family)	7.1
Class closed - wrong courses	4.0

Perceived Influences on Student Enrollment Decision Making

Research Monograph IX

Prepared by:
Annmarie Shirazi
Research Office

December 1981

During the week prior to classes starting and the first two weeks of classes this fall (1981), a questionnaire was distributed to all students getting a student ID. Twenty-five hundred questionnaires were distributed and 2,408 returned questionnaires had usable information. The survey served two purposes - first, to try to identify how students had first heard about SOCJC and what or who had influenced them to attend. The second function was to obtain information on the types of activities and times students would like them. This research monograph will look at the results of the first purpose.

A copy of the survey form can be found in Table I and Table II contains the responses made to the questions. The majority of students responding to the questionnaire were new students to SOCJC (57.1%), employed full-time (51.1%), and 18.7% were full-time students.

The first question sought to find out how students had first heard of SOCJC. Just under 43% indicated friends as their first contact, this was the most frequent response. If the responses are split according to those which the school initiates and those which the school has no control over, 71.2% or 1,715 of the responses were not controlled by the college. This 71.2% includes friends, family, students, area residents, AIB courses, employers, and other colleges. Two percent did not respond to the question; therefore, only 26.8% of those responding heard about the college from structured college activities such as, newspaper, radio, TV, booths, employees, signs, and mailings.

The second question asked students to indicate why they chose SOCJC. The top response was the location which made up 41.0% of the responses. Other important considerations were - the type of classes and the times they were offered (21.4%); convenience in terms of location, time, and/or cost (7.8%);

and the low tuition (5.4%). These four areas made up over three-fourths of the reasons for choosing SOCJC. The programs offered and the type of instruction were also important in the decision making process, at least to a little over 6% of the students responding.

In trying to see if the activities in recruitment and information distribution to the public played any part in the decision making process, the question was asked as to whether the college had played any part in influencing the students decision to attend. Eighteen point four percent chose not to respond to this question, of those remaining, 48.1% said no, the college did not influence their decision, and 33.5% said the college had an effect. For those indicating yes, written material mailed or picked up and advertising by media and in booths were indicated most often. For those indicating the college played no part in their choice, family, friends, and students, and their own decisions made up the greatest percent of responses.

The greatest influence to attend SOCJC for those students responding was by far family, friends, and current and former students, with thirty-six point seven percent indicating this response. Other important responses included - location (8.9%); had courses related to their jobs (6.5%); and those that decided they wanted to further their education (4.4%).

In summary, it would appear that our greatest recruitment tool is a satisfied student since family, friends, and students (current and former) are the most often used sources of information. Word of mouth is an important way potential students find out about SOCJC and it is an important facet in their decision to attend. There are some other important reasons for attending classes which include the location of the school and the types and times classes are offered. It appears that the time offered refers to having class when people who are working and have families can attend, that is, evenings, Saturday, and once a week classes.

TABLE I

SOUTH OKLAHOMA CITY JUNIOR COLLEGE

COLLEGE ACTIVITIES

NEEDS ASSESSMENT SURVEY

To help us identify some of the ways you have heard about South Oklahoma City Junior College and to help us serve your needs in non-academic areas, please return the survey to the College Activities Office or the Information Center as soon as you have completed it.

I. How did you first hear about South Oklahoma City Junior College? (Family, friends, newspaper, radio, etc.)

____

____

II. Why did you pick South Oklahoma City Junior College?

____

____

III. Did the college (its literature, advertising, its faculty, recruiters, etc.) influence your decision to attend SOCJC?

____ No (if no, who did?) ______________________

____ Yes (if yes, how?) ______________________

IV. What or who most influenced your decision to attend South Oklahoma City Junior College?

____

____

____

V. Check all that apply:

____ Full-time student (12 hours or more)

____ New student at SOCJC

____ Employed full time

____ Employed part time

____ None of the above

(OVER)

VI. Place a check (✓) next to activities which you would like to see funded from the Student Services Fee Money.

_____ A. LECTURE SERIES

_____ B. FIELD TRIPS

_____ C. DINNER THEATRE

_____ D. DISCO DANCES & CONCERTS

_____ E. MOVIES & FILMS

_____ F. ART EXHIBITS

_____ G. HOLIDAY EVENTS (FAMILY CHRISTMAS PARTY, REDUCED ADMISSION TO LOCAL HAUNTED HOUSES, ETC.)

_____ H. FAMILY ACTIVITIES (REDUCED ADMISSION TO AMUSEMENT PARKS, ZOOS, ETC.)

_____ I. SEMINARS AND WORKSHOPS (SELF-IMPROVEMENT, COLLEGE SKILLS, LEADERSHIP SKILLS, ETC.)

_____ J. SPECIAL INTEREST SEMINARS (BARTENDING, GOURMET COOKING, GUITAR LESSONS, GHOST HAUNTING, ETC.)

SUGGESTIONS: ____

____

____

VII. Place a check (✓) next to activity times for which you and/or your family would participate in most often.

	MON.	TUES.	WED.	THURS.	FRI.
12 - 2 PM	___	___	___	___	___
6 - 8 PM	___	___	___	___	___
7 - 9 PM	___	___	___	___	___
8 -12 PM	___	___	___	___	___

TABLE II

Question	Response
1) How did you first hear about SOCJC?	
a) Friends	1,025
b) Family	467
c) Newspaper	352
d) Radio	110
e) College Employees	14
f) Live in neighborhood	78
g) Drove by	21
h) Cable TV	7
i) Booths at Shopping Centers/Fairs	8
j) Television	12
k) High School (Counselors, Teachers, Career Days)	51
l) Bank (AIB Courses)	23
m) Telephone Book	6
n) Vocational Rehabilitation	11
o) Employers	59
p) Signs	7
q) Mail (Flyers, Schedules, Newsletters, Brochures, Circulars, Bulletins)	72
r) Present and former students	29
s) Another college	13
t) Other	13
u) No response	57
2) Why did you pick SOCJC?	
a) The location	987
b) Classes (type of courses and/or time offered)	516
c) Convenient	188
d) Low tuition	130
e) Family and friends recommended	86
f) Style of instruction (individual attention, retest, high quality)	23
g) Had program or major wanted	70
h) Availability of Saturday and night classes	39
i) Liked the school/thought it would be a good place to go/good facility	80
j) Good faculty	25
k) Advertising (media and Cable TV)	27
l) Former students and counselors (High School and Vocational Rehabilitation)	29
m) Liked the size	19
n) Atmosphere	36
o) Good reputation	20
p) To learn a skill (reading, English)	17
q) Scholarship	4
r) Employer paid or suggested	4
s) Caters to working and family people	4

-continued-

TABLE II (Cont'd)

Question	Response
t) Admission easy	4
u) Transfer to four-year school (help GPA)	20
v) Wanted a two-year school	9
w) Don't know	7
x) Other	64
3) Did the College influence your decision to attend?	
a) Yes	807
Yes Comments:	
1) Literature (mail or picked up on campus)	152
2) Advertising (banks, media, shopping center)	124
3) Faculty and staff	86
4) Recruiters	31
5) Course offerings (time, availability, price, teaching style)	92
6) Former students	9
7) Facilities and atmosphere and location	56
8) Programs available	4
9) Other	15
b) No	1,157
No Comments:	
1) Friends, family and former students	385
2) Own decision	153
3) Job related	71
4) Course offerings	31
5) Location	40
6) Convenience	12
7) Low tuition	7
8) High School and College Counselors	9
9) Other	9
c) No response	444
4) What or who most influenced your decision to attend SOCJC?	
a) Family, friends and former students	884
b) Location	213
c) Convenience	77
d) Advertising (literature and media)	52
e) Atmosphere, facilities, openness	43
f) Courses (offerings and times)	313
g) Faculty, Staff, Counselors, and Recruiters	72
h) Job related	156

-continued-

TABLE II (Cont'd)

Question	Response
i) Low tuition	66
j) To further my education	105
k) Employers or Counselors	34
l) Career change	5
m) Financial Aid and GI Bill	4
n) No reason	31
o) No response	318
p) Other	35
5) Those responding:	
a) Full-time student	450
b) New student to SOCJC	1,374
c) Employed full-time	1,230
d) Employed part-time	326
e) None of the above	111

October Enrollment Comparisons

Research Monograph X

Prepared by:
Annmarie Shirazi
Research Office

January 1982

2

When classes began this October, there was a 31.4% increase in the enrollment, a 47.8% increase in the credit hours produced, and a 67.4% increase in new students over the October 1980 entry. In an attempt to find out why such changes had occurred and if there were other areas which had changed, a study was done. First, biographical and class data was collected, such as ethnic background, age, sex, and data dealing with number of enrollments, credit hours enrolled in and completed, and whether they were new or returning students. This information is presented in Table I along with similar data for comparison purposes for the Fall 1981 and October 1980. The second portion of the study surveyed October classes during the first week of December. The response rates were low with a 21.3% return from day students, a 25.6% return from night students, and a total return of 24.8%. The rate is low since a number of students had already completed their work and were not attending class any longer. A copy of the questionnaire can be found in Table II and the responses are listed in Table III.

Looking first at the biographic and class data, it can be seen that Native Americans and Asians were the only races showing change. The percent of Native Americans was down in October 1981 from what they had been in October 1980 and Fall 1981. The percent of Asians on the other hand was up in October 1981 over what it had been in the Fall or the previous October entry. October 1981 had males making up a higher percent of the total enrollment than in the Fall 1981 or October 1980. Males made up 46.1% of the total enrollment in entry 3, 1981, but only 40.4% in the Fall 1981 and

36.2% in October 1980. The average age of the student appears to have dropped some going from 29.6 in the Fall of 1981 to 29.2 in October.

The credit hours generated in October were almost 50% more than the previous October. There were more students but not 50% more; therefore, the average credit hours carried by each student went up from 2.66 hours to 3 hours. It is expected that the majority of those students enrolling in any of the minor entry points would be students who were already enrolled. Although this is the case in both October 1980 and 1981, there was a significant increase in the number of first time students beginning in October 1981. New students made up 29.8% of the total enrollment in October 1980 and 37.9% of the total enrollment in October 1981. In fact, percentage-wise, the new students came within 8.4% of the fall enrollment which should have a high percentage of new students.

In order to find out why students were enrolling in October, a questionnaire was distributed to all October classes. Those enrolled in day classes showed some different responses to the questions than those enrolled in night classes; therefore, Table III lists the percent responding by day, night, and total. Three questions were asked - first, have you been enrolled at South Oklahoma City Junior College before October? Both day and night students responded similarly with one-third saying "no" and two-thirds "yes". The number of new students in actuality was greater than one-third (37.9%) but not all the students enrolled responded (only a little over one-fourth responded). The second question asked students why they enrolled in October. The most popular response for both day and evening students was the course they wanted was offered, and at a time they could attend. With the day sections to further their education and get a degree were the next two most popular responses, while for the night students, they enrolled to take a course for pleasure, personal improvement, or special interest, and their third most popular response was to get a degree and then to further their education. This difference is easily explained since day students tend to be those who are full-time and are seeking a degree. The alternative "to pick up another course" was made about the same percent by day and night students, but it was only indicated by 4.9% of those responding.

The third question asked students to indicate why they enrolled in a day or a night class. Just over 50% indicated that their work dictated when they had to enroll (they worked days so they enrolled at night or vice versa). The second most popular response for both day and night students was that the course they wanted was offered at the time they could attend. The third highest for day students was they just don't like night classes.

In summary, then there are some differences in the students attending this past October including more new students than there have been at other minor entry points, more males percentage-wise than in the Fall or the previous October, and the major reason for students enrolling in October and in day or night sections is that the class or classes they wanted were offered, and it was at a time and day which allowed them to enroll. This October was the first time that a bulk mailing of the schedule was done for a minor entry point. The students are saying that they enrolled because they knew about classes and they were at a good time. Therefore, it may be that the mailing of the schedule so that potential students know what classes are offered and when, is important.

TABLE I

	Fall 1981		October 1981		October 1980	
Total Enrollment	7,873		1,736		1,321	
Ethnic Background						
Native American	189	(2.4%)	30	(1.7%)	43	(3.3%)
Asian	352	(4.5%)	95	(5.5%)	43	(3.3%)
Hispanic	105	(1.3%)	18	(1.0%)	23	(1.7%)
Black	323	(4.1%)	76	(4.4%)	54	(4.1%)
White	6,740	(85.6%)	1,476	(85.0%)	1,128	(85.4%)
Other/No Response	164	(2.1%)	41	(2.4%)	30	(2.2%)
Average Credit Hours	5.77		3.00		2.66	
Average Age	29.63 years		29.21 years		*____	
Sex						
Male	3,178	(40.4%)	800	(46.1%)	478	(36.2%)
Female	4,695	(59.6%)	936	(53.9%)	843	(63.8%)
Student						
New	3,648	(46.3%)	658	(37.9%)	393	(29.8%)
Returning	4,225	(53.7%)	1,078	(62.1%)	938	(70.3%)

*Information not available.

TABLE II

STUDENT QUESTIONNAIRE

Please complete the following questionnaire and return it to your instructor. If you would like a copy of the results, they will be available in the Research Office in January, 1982.

I. Have you been enrolled at South Oklahoma City Junior College before this October?

__________YES __________NO

II. Why did you decide to enroll in one or more classes starting in October?

____

____

____

III. Why did you enroll in day/night classes?

____

____

____

IV. Are you enrolled in more than one class?

__________YES __________NO

If no, you have completed the questionnaire. Thank you.

V. Do you feel the grading system is applied the same in all your classes?

__________YES __________NO

If no, what are the differences?

____

____

____

TABLE III

Responses to Questionnaire

	Percent Responding		
	Day	Night	Total
Number Responding	138	293	431
Questions			
1) Have you been enrolled at SOCJC before?			
a) Yes	66.7%	66.2%	66.4%
b) No	33.3%	33.8%	33.6%
*2) Why did you enroll in October?			
a) To get a degree	11.6%	12.3%	12.1%
b) Further education	14.5%	10.9%	12.1%
c) Job related	3.6%	5.1%	4.6%
d) Changing occupation	3.6%	0.7%	1.6%
e) For pleasure, personal improvement or special interest	5.8%	19.8%	15.3%
f) Courses offered and the times they were offered	14.5%	34.1%	27.8%
g) Liked the instructor	0.7%	2.7%	2.1%
h) Unable to attend classes in September and did not want to wait for January	0.0%	1.4%	1.4%
i) Close and convenient	6.5%	3.4%	4.4%
j) Pick up some required courses	5.1%	4.8%	4.9%
k) Missed other entry point	2.2%	3.1%	2.8%
l) Become a full-time student	0.0%	1.0%	1.0%
m) Get credits quicker	1.5%	1.0%	1.2%
n) Friend or family recommended	0.7%	1.0%	0.9%
o) Health	0.0%	1.0%	1.0%
p) Finances	2.9%	1.4%	1.9%
q) Advertisement	0.0%	0.3%	0.3%
r) Atmosphere	0.0%	0.7%	0.7%
s) Thought course could be covered in 8 weeks	0.0%	0.3%	0.3%
t) Had extra time	0.0%	0.3%	0.3%
u) SOCJC was where I decided to attend college	1.5%	0.3%	0.9%
v) Wanted to do something with time	2.9%	0.0%	2.9%
w) To improve basic English and reading skills	2.9%	0.0%	2.9%
x) Continued second half of course	0.7%	0.0%	0.7%
y) Needed for class starting in January	0.7%	0.0%	0.7%
z) Fit into my schedule	0.7%	0.0%	0.7%
aa) October is when I wanted to start	0.7%	0.0%	0.7%
bb) No response	6.5%	5.5%	5.8%

TABLE III (Continued)

Responses to Questionnaire

		Percent Responding		
		Day	Night	Total
*3)	Why did you enroll in day/night classes?			
a)	Working days/evening	21.0%	65.9%	51.5%
b)	Course and/or time needed	13.8%	13.7%	13.7%
c)	Convenience	7.3%	7.8%	7.7%
d)	Attend other college or High School in daytime	0.0%	3.4%	3.4%
e)	Can't go in the daytime	0.0%	1.0%	1.0%
f)	Liked the instructor at night	0.0%	1.0%	1.0%
g)	Transportation (car available)	2.2%	0.7%	1.4%
h)	Husband watches children	0.0%	0.3%	0.3%
i)	Enjoy night classes	0.0%	0.3%	0.3%
j)	Only time I could get the class	0.0%	0.7%	0.7%
k)	Don't like night classes/like evenings free	12.3%	0.0%	12.3%
l)	Like day classes	2.2%	0.0%	2.2%
m)	Night classes full	3.6%	0.0%	3.6%
n)	Husband working and children at school	7.3%	0.0%	7.3%
o)	Don't like parking at night	0.7%	0.0%	0.7%
p)	Study at night	1.5%	0.0%	1.5%
q)	Too tired at night	0.7%	0.0%	0.7%
r)	Not enough courses at night	0.7%	0.0%	0.7%
s)	No response	19.6%	3.4%	8.6%

*Percentages don't add to 100 since many students gave more than one answer.

ACT SCORES OF ENTERING STUDENTS
FALL, 1981

RESEARCH MONOGRAPH XI

Prepared by
Annmarie Shirazi
Research Office
February - 1982

Of the 5,379 students who enrolled in the fall 1977 semester, 125 or 2.3% had ACT scores sent to South Oklahoma City Junior College. The fall of 1981 saw 153 or 1.9% of the 7,873 students with available ACT data. In 1977, 446 students sent ACT scores and did not enroll, while only 385 sent scores and did not enroll in 1981. Due to the low response rate, it must be kept in mind that the data may not be typical of our general student population. In the fall of 1981, 23.5% of the scores were from men and 76.5% were from women. These percentages are similar to what they were in 1977.

COLLEGE CHOICE FACTORS

South Oklahoma City Junior College was chosen by 64% of the 1977 enrolled student group as their first choice in a college; 20% listed SOCJC as their second choice, and 10% listed SOCJC as their third choice. In 1981, 51% of those enrolled listed SOCJC as their first choice; 21% as their second choice, and 19% as third.

Students were asked to rate the following seven reasons for choosing a college. The percentages listed are for those students who chose the reason as most important in 1977 and 1981. As can be seen, there is little difference between the two years. The reasons these students are selecting SOCJC are its programs, location, and cost. The cost seems to be playing a little bit more of a part in 1981 than it was in 1977.

		1977	1981
(1)	Field of study	44%	44%
(2)	Location	27%	25%
(3)	Cost	16%	19%
(4)	Institutional type	11%	11%
(5)	Student body composition	1%	1%
(6)	Size	1%	2%
(7)	Other	0%	1%

EDUCATIONAL ASPIRATIONS

Of the 1977 students, 27% indicated that the most education they wanted was a bachelor's degree or the equivalent; this was 36% in 1981. Twenty-eight percent in 1977 wanted to attend graduate school while in 1981 this was 24%. Both in 1977 and 1981, most of the students saw their major and vocational choice as being in the health professions. When asked how certain they were about their major, 49% were very sure, and 38% were fairly sure in 1977 with 47% being very sure and 35% fairly sure in 1981.

HIGH SCHOOL INFORMATION

The major feeder high schools in 1977 were U. S. Grant (13.7%), Moore (11.8%), Classen (9.8%), and Southeast (7.8%). In 1981, the main feeder high schools had changed with Moore being first (20.3%), U. S. Grant second (7.8%), and Western Heights third (7.2%). Southeast and Classen no longer near the top with Southeast sixth (4.0%) and Classen tenth with only 2%.

Table I is a comparison of the high school GPA of the 1977 and 1981 norm groups, and the students who enrolled in the fall of 1977 and the fall of 1981. The averages reported were obtained from the students in a self-report system when they took the ACT test. It appears that those enrolling in 1981 have lower high school GPA's than the other groups. Social Studies and Natural Sciences have the closest groupings and Math shows the greatest disparity.

ACT SCORES

Table II contains the average standard score on each of the ACT subtests and the composite score for the 1977 and 1981 norm groups and those enrolled in the fall of 1977 and 1981. As can be seen from the table, the 1977 scores of those enrolled were lower than the scores in 1981 or either of the norm groups. The enrolled groups both years were significantly below both norm groups. English scores were where the four groups were closest together and Math scores were where there was the greatest spread between the groups.

FINANCIAL AID AND EMPLOYMENT

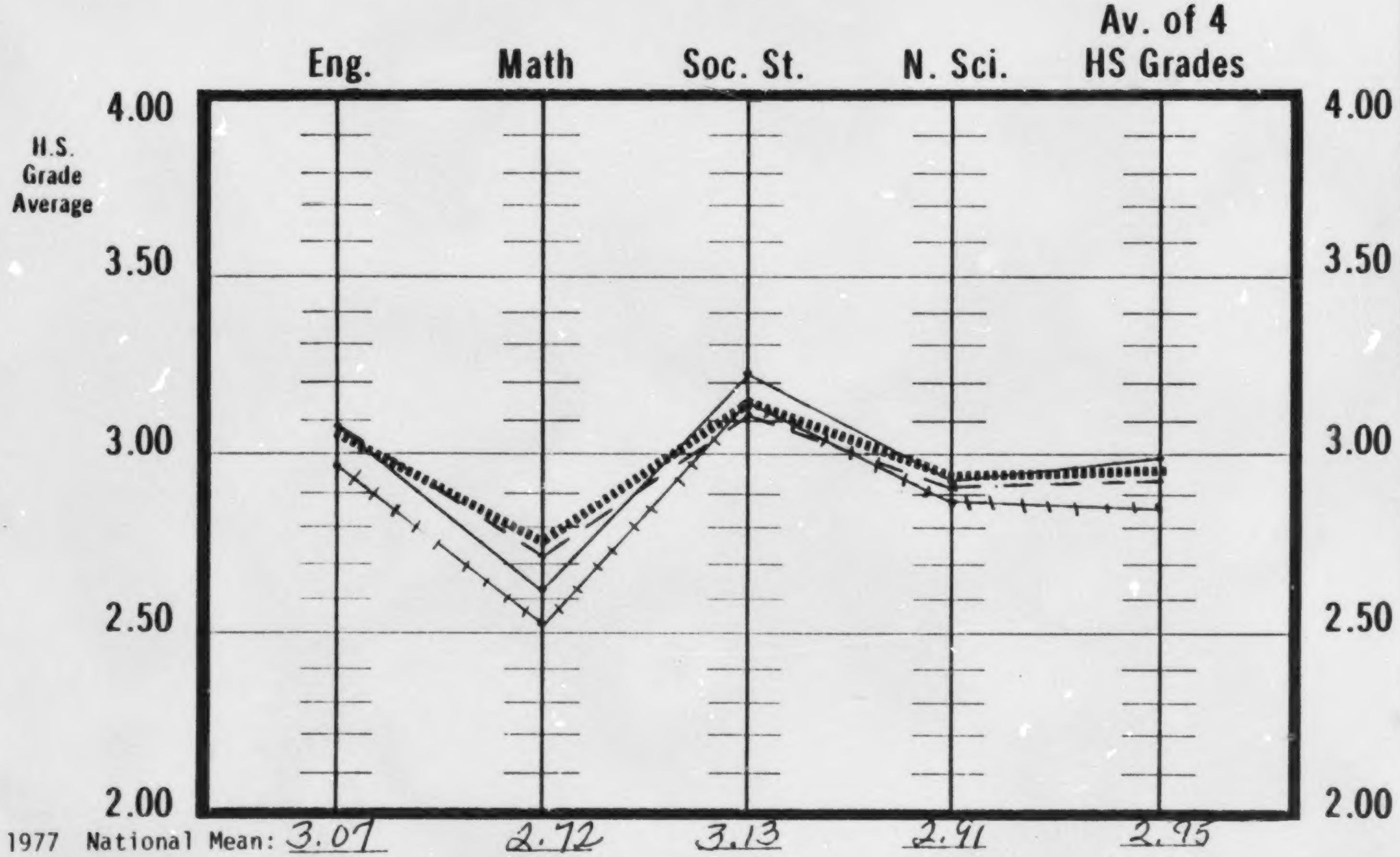
Table III contains the percent of enrolled students in 1977 and 1981 who indicated they expected to apply for financial aid and who expect to work and want help finding employment as well as both norm groups. Those seeking financial aid went from 55% to 58%; both are significantly below the 1981 national norm group. Those who indicated they wanted to work and would like assistance in finding employment dropped down dramatically in 1981. This may be a reflection of the spring 1981 low unemployment rate.

OTHER INFORMATION

Other information is available on the students who enrolled, those who did not enroll, and for each of the last nine years.

TABLE I

Comparison of Mean High School Grades

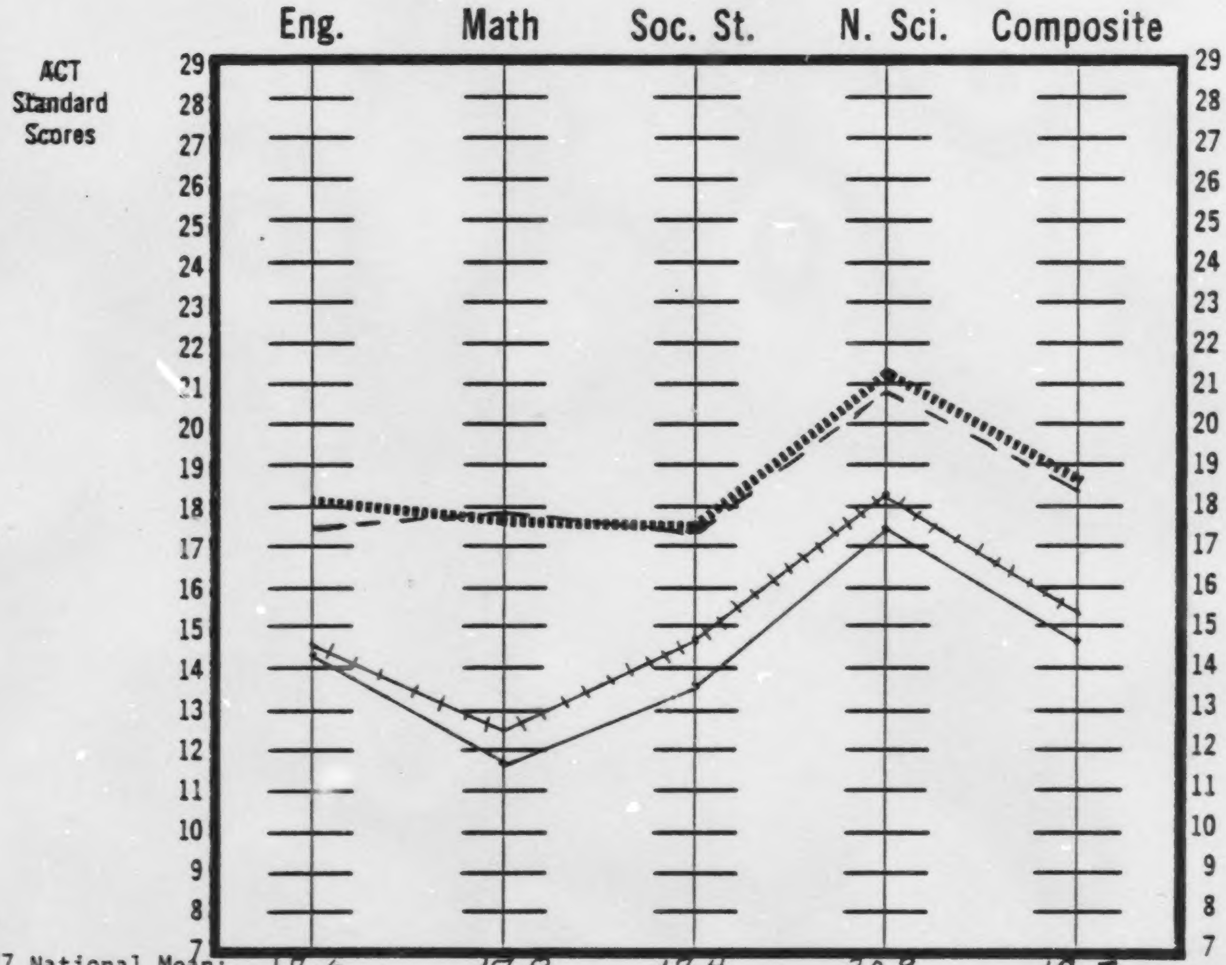


1977 National Mean:	3.07	2.72	3.13	2.91	2.95
1981 National Mean:	3.06	2.77	3.15	2.95	2.97
1977 Mean:	3.07	2.62	3.22	2.93	2.99
1981 Mean:	2.97	2.52	3.15	2.89	2.87

1981 National: ▪▪▪▪▪▪▪▪▪▪ 1977: ——— 1981: ++++++ 1977 National: — — —

TABLE II

Comparison of Mean ACT Scores

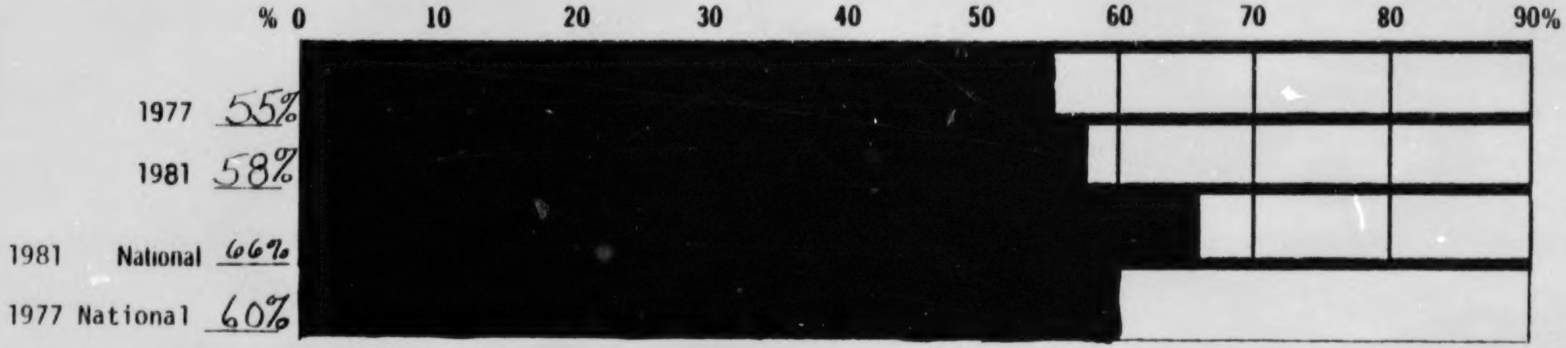


	Eng.	Math	Soc. St.	N. Sci.	Composite
1977 National Mean:	17.6	17.8	17.4	20.9	18.5
1981 National Mean:	18.1	17.6	17.5	21.3	18.7
1977 Mean:	15.4	11.7	13.7	17.4	14.7
1981 Mean:	15.5	12.5	14.7	18.2	15.4

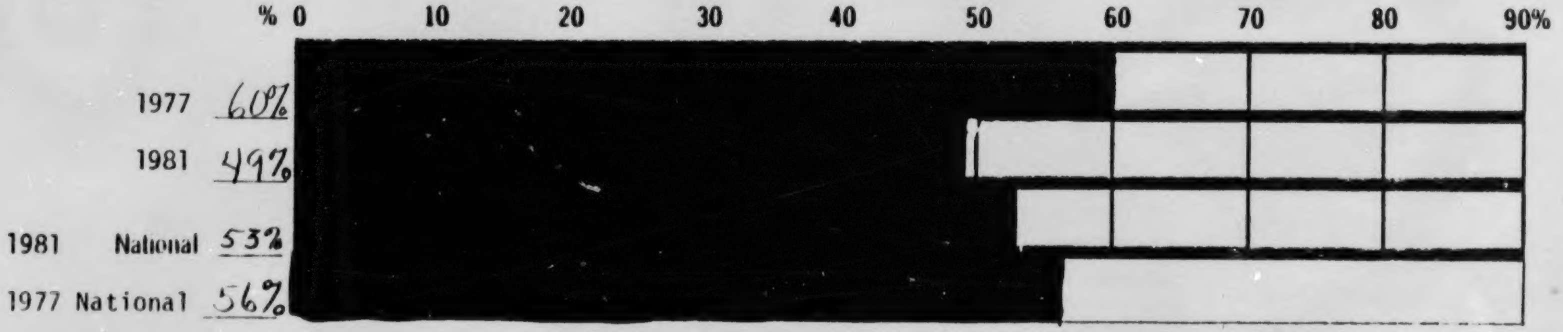
1981 National: •••••••••   1977: ———   1981: +++++   1977 National: — — —

TABLE III

Expect to Apply for Financial Aid



Expect to Work While in College and Would Like Help Finding Employment



Retention Study:

Officially Withdrawing Students
Fall 1981

Research Monograph XII

Prepared by

Annmarie Shirazi
February 1982

In the fall of 1981, 7,873 students were enrolled and of this number, 537 officially withdrew from classes. This gives a 6.8% withdrawal rate. Previous withdrawal rates had been 6.7% in the fall of 1978, 5.4% in the fall of 1979, and 4.4% in the spring of 1981. The withdrawal rate showed an increase with the percent this fall equal to what it was in the fall of 1978, but the number withdrawing was up by 177 from what it has been any previous semester, a 49.2% increase.

Table I contains information on each major. The first four columns contain data comparing the percent of each major who withdrew. The two majors with the greatest proportion of their students officially withdrawing are Business and Banking and Finance; this is true across all four semesters reviewed. E M T and Accounting, which were both higher in the spring of 1981 dropped back down with Secretarial Science and Data Processing showing increases. Columns 3 and 4 give information on the total fall enrollment in each major and the percent that that major comprised of the total fall 1981 enrollment. The last column reflects the percent withdrawing students comprised in each major. Looking down this column, Secretarial Science, General Office Assistant, Theatre Arts, Manufacturing Technology, Surgical Technology, and Data Processing had the highest withdrawal rates. Two programs, Corrections Preparatory and Credit Union Management have the highest percentages, 20%, but these programs had very small enrollments; therefore, minor changes create large percentages. The first four majors listed above with high percentages should be considered seriously since over 10% of their majors withdrew during the fall semester.

The biographical makeup of the group can be found in Tables II and III. The females outnumbered the males all four semesters with the percentage being the highest spring 1981. The percentage of males and females withdrawing is not any different than what it was in the total fall population.

Marital status has shown some changes with the percent of those married dropping back to what it had been the previous two fall semesters and an increase in the "other" category which includes widowed, divorced, or separated. When compared to the total fall enrollment, the single and "other" students make up a greater percent of those officially withdrawing than those enrolled in the fall with the married category being less than the fall enrollment.

Ethnic background showed an interesting change with a greater percent of Blacks and Native Americans withdrawing than the percent they represented in the fall. The percent of Asians who withdrew were less than they had been in either of the other semesters. These changes are significant only in that they indicate changes which need to be watched.

The age breakdown presented in Table III shows that 47.5% of those officially withdrawing were between the ages of 21 and 30. Those between 16 and 20 jumped back up to what they had been the two previous fall semesters.

Many variables can be the cause for students withdrawing from school. A couple which may play a part are the number of credit hours the students enroll in and the times the students enroll in classes. Table IV shows the percent of students enrolled in each of the six credit hour groupings. Comparing the three semesters, there was a higher percent of students in the 1 to 3 credit hour category withdrawing than in either of the fall semesters and only slightly below what it had been in the spring of 1981.

The class attendance time in Table V reveals **that** *those withdrawing from day classes is the lowest that it has ever been. Those withdrawing from night classes is higher than the fall enrollment and any of the three semesters reported.*

The reasons that students expressed for withdrawing from school remained very similar to the reasons given the previous semesters, with the majority indicating personal reasons and work responsibilities; others were more specific and indicated they had financial problems, no time, or they were moving. It would appear from student responses to the withdrawal questionnaire that there are not many reasons which the school would have been able to act on.

Trends which might be developing and could be attended to by the College are:

1) *Single people are more likely to leave.*
2) *Students who are between the ages of 21 and 30 are more likely to leave.*
3) *Students enrolled in night classes only and those enrolled in 1 to 3 hours.*
4) *Students with majors in Business, and Banking and Finance.*

TABLE I

Major	Percentage by Major of those Officially Withdrawing				Total Fall 1981		Percent of the Total Enrollment by Program Not Returning
	Fall 1981	Spring 1981	Fall 1979	Fall 1978	Percent of Students in Each Program	Number of Students by Program	
Business	19.6	27.7	19.8	23.9	21.8	1,713	6.1
Communications	0.7	.6	.6	.3	0.8	59	6.8
Pre-Engineering	2.4	3.7	3.2	1.4	3.3	262	5.0
Visual Arts	0.6	1.4	1.2	2.5	1.1	85	3.5
Music	0.9	1.4	.9	1.4	1.4	111	4.5
Theatre Arts	0.6	.3	.6	.3	0.3	27	11.1
Modern Language	0.6	.6	.6	.3	1.0	78	3.9
Humanities	0.4	.3	.6	.3	0.8	65	3.1
Mathematics	1.1	1.7	1.7	2.5	1.1	87	6.9
Science	4.1	2.3	6.4	3.9	3.5	275	8.0
Psychology	3.2	3.7	4.1	6.4	4.1	324	5.3
History	0.4	.9	0.0	.8	0.4	32	6.3
Political Science/Pre-Law	0.6	.6	1.5	1.7	0.8	63	4.8
Sociology	0.9	.6	.6	1.4	1.1	83	6.0
Diversified Studies	0.0	0.0	0.0	.6	0.3	27	0.0
Accounting	4.8	6.0	5.2	3.9	5.0	397	6.5

-continued-

TABLE I (Cont'd)

Major	Percentage by Major of those Officially Withdrawing				Total Fall 1981		Percent of the Total Enrollment by Program Not Returning
	Fall 1981	Spring 1981	Fall 1979	Fall 1978	Percent of Students in Each Program	Number of Students by Program	
Banking & Finance	11.9	9.1	13.4	10.8	8.8	695	9.2
Secretarial Science	9.9	4.9	4.4	5.0	4.2	332	16.0
Mass Media Communications	1.1	1.4	1.2	2.2	1.2	96	6.3
Printing Technology	0.8	.9	.6	.6	0.6	48	8.3
Commercial Art	1.9	1.4	.9	1.9	2.1	166	6.0
Credit Union Management	0.2	0.0	0.0	0.0	0.1	5	20.0
Merchandising Management	0.2	0.0	.9	.6	0.5	40	2.5
Real Estate	2.6	.3	.9	1.0	2.2	174	8.1
Data Processing	5.2	1.1	-	-	3.5	274	10.2
General Office Assistant	0.4	1.4	.3	.6	0.2	13	15.4
Food Service Management	0.6	0.0	.3	.3	0.4	32	9.4
Insurance Management	0.4	1.4	.3	0.0	2.2	171	1.2
Mid-Management	2.4	1.7	2.3	4.2	1.7	134	9.7
Nursing	6.3	4.0	5.8	5.0	5.1	403	8.4
Occupational Therapy-Therapeutic Recreation	0.2	.9	0.0	.8	0.9	67	1.5
Surgical Technology	1.1	.9	1.5	1.0	0.7	57	10.5

-continued-

TABLE I (Cont'd)

Major	Percentage by Major of those Officially Withdrawing				Total Fall 1981		Percent of the Total Enrollment by Program Not Returning
	Fall 1981	Spring 1981	Fall 1979	Fall 1978	Percent of Students in Each Program	Number of Students by Program	
Medical Records Technology	0.0	0.0	0.0	0.0	0.2	14	0.0
Gerontology	0.0	0.0	.3	.3	0.2	16	0.0
Emergency Medical Tech.	1.9	6.3	2.3	3.3	2.7	210	4.8
Drafting & Design Tech.	1.7	.3	1.2	3.1	1.4	113	8.0
Automotive Technology	0.0	0.0	.9	0.0	0.5	35	0.0
Welding Technology	0.2	.3	2.3	.6	1.1	85	1.2
Electronics Technology	5.2	6.3	4.4	4.4	4.0	313	9.0
Manufacturing Technology	0.4	.3	0.0	.6	0.2	18	11.1
Machine Technology	1.1	.9	.6	0.0	1.0	77	7.8
Construction Technology	0.6	.6	.6	.6	0.8	60	5.0
Metal Fabrication Tech.	0.0	0.0	0.0	0.0	0.1	11	0.0
Industrial Electronics Technology	0.0	0.0	0.0	0.0	0.2	16	0.0
Child Development	0.2	.9	.9	.6	0.6	50	2.0
Corrections	0.9	2.6	5.5	.8	1.5	115	4.3
Corrections Prep	0.4	.3	-	-	0.1	10	20.0
Recreational Leadership	1.7	1.7	1.2	.3	4.2	328	2.7
Security & Loss Prevention	0.0	-	-	-	0.1	7	0.0
TOTALS	537/6.8%	350/4.4%	344/5.4%	360/6.7%	100%	7,873	-

TABLE II

Categories	Percent in Fall Enrollment 1981	% of Students who Officially Withdrew			
		Fall 1978	Fall 1979	Spring 1981	Fall 1981
Male	40.4	45.6	43.6	42.9	39.1
Female	59.6	54.4	56.4	57.1	60.9
Married	48.9	41.4	43.0	47.5	41.0
Single	39.0	44.2	39.8	41.4	44.1
Other	12.1	14.4	17.2	11.1	14.9
Black	4.1	7.2	5.5	4.0	5.2
Caucasian	85.6	84.4	82.9	86.9	85.8
Native American	2.4	3.3	5.5	3.1	3.5
Asian	4.5	0.3	1.8	3.1	2.2
Hispanic	1.3	2.8	2.6	1.7	1.3
Other and No Response	2.1	1.9	1.7	1.2	1.9

TABLE III

Age	Percent of Students Officially Withdrawing			
	Fall 1978	Fall 1979	Spring 1981	Fall 1981
16 - 20	16.1	19.8	10.3	19.6
21 - 25	26.9	25.9	31.7	28.3
26 - 30	22.8	21.2	20.6	19.2
31 - 35	11.9	11.3	15.1	13.0
36 - 40	9.2	6.4	10.0	7.3
41 - 45	5.0	7.5	4.0	4.5
46 - 50	2.2	2.3	4.3	3.4
51 - 55	2.8	0.0	1.7	2.1
56 - 60	.6	.6	0.6	0.3
61 and over	.3	.9	.8	0.8
No age reported	2.2	4.1	.9	1.1

TABLE IV

Number of Credit Hours	Percent of Students who Officially Withdrew			
	Fall 1978	Fall 1979	Spring 1981	Fall 1981
1 - 3	39.2	44.2	52.6	51.8
4 - 6	27.8	24.4	22.0	28.1
7 - 9	13.3	9.6	12.0	7.8
10 - 12	14.7	15.4	9.1	9.1
13 - 15	4.2	5.5	4.0	2.8
Over 15	.8	.9	0.3	0.6

TABLE V

Categories	Percent in Fall Enrollment 1981	% of Students who Officially Withdrew			
		Fall 1978	Fall 1979	Spring 1981	Fall 1981
Day Classes Only	23.6	25.0	26.7	32.0	20.5
Night Classes Only	58.8	60.3	60.2	53.7	65.2
Arranged Classes Only	3.0	3.3	3.5	2.9	3.5
Combination of Day and Night	14.6	11.4	9.6	11.4	10.8

TABLE VI

Reasons for Leaving	% Responding
Moving	8.3
Financial	2.5
No Time	9.3
Changed School	1.5
Personal	46.5
Course not what expected	2.5
Work	17.1
Family Responsibility	0.8
Health (self or family)	5.1
Class Closed - wrong courses	1.1
Transportation Problems	1.1
Schedule Conflict	1.5
Other	2.7

ENROLLMENT COMPARISONS FROM SPRING 1976 TO SPRING 1982

RESEARCH MONOGRAPH XIII

Prepared by

Annmarie Shirazi
Research Office

March 1982

Spring 1982 headcount enrollment was up by 121.7% from what it was in the spring 1976 and up 0.7% from what it was last spring going from 7,934 to 7,991. Comparing headcount from fall 1981 to this spring, an increase of 1.5% was experienced. Turning to credit hour enrollments, the change from spring 1976 to this spring is a 61.4% increase while a 2.8% increase was experienced from spring of 1981 to this spring. From last fall to this spring, a 2.9% increase in credit hours was experienced. The average credit hours students were enrolled in was steadily decreasing from spring 1976 through spring 1981. Since then, it has showed a leveling off trend at about 5.8 hours. Table I is a listing of all of the enrollment numbers from spring 1976 to spring 1982. Tables II and III graph the headcount and credit hour enrollments for the same time periods. The headcount graph (Table II) shows the steady increase which had been made from spring 1976 through fall 1977, followed by an up and down pattern until spring 1979 when a steady increase was again experienced until the spring of 1981. It appears we may be in an up and down pattern again. The credit hour production graph (Table III) on the other hand shows a steadily declining pattern from fall 1977 to spring 1979, then a steadily increasing pattern until 1981 in the spring. Growth leveled off in 1981 but showed a good increase from fall 1981 to this spring.

Table I also contains biographic data across the thirteen semesters. The percent of males and females each semester shows males being the greatest percent of the enrollment in the spring of 1976 while the females made up the greatest percent in the fall of 1979. This spring, women made up the same percent of the total enrollment as they had in the spring of 1980 and less than the percent *in spring 1981. The marital status of the students has remained fairly stable across all the semesters percentage-wise and the ethnic background has showed only small fluctuations since the fall of 1978. Comparing the spring 1976 with this spring in terms of the percent each ethnic background makes up of the total enrolled that semester, Blacks and the no response/other category showed a decrease, Whites and Asians showed an increase and the others stayed the same. The average age of students has remained around 30 since the spring of 1979. An interesting observation is that the students are always (except 1979) older in the spring than the fall.*

Turning to enrollment data, part-time students (those enrolled in less than 12 hours) have continued to increase from 67.2% of the enrollment in the spring of 1976 to 84.5% of the enrollment in the spring of 1982.

The percent of first-time students at South Oklahoma City Junior College is a concern since the fall of 1977 it has been decreasing rapidly both in the fall and in the spring semesters. Table IV is the graphic representation of trends for new and returning students. As can be seen, the new students, although showing an up and down pattern for fall and spring (with more in the fall than the spring) the line shows a steady decrease in the percent new students comprise of the total enrollment. Returning students show the same up and down pattern with returning students making up a greater percent of the total enrollment in the spring. Since the fall of 1977, a greater percent of these enrolled has been returning students. The greatest difference between the two groups was experienced in the spring of 1976 where there was a difference of 28.5 percentage points between new and returning students (more new students) and the spring of 1982 where there was a difference of 27.4 percentage points with the greater percentage being in returning students.

The data on educational intent changed in how it was presented in fiscal year 1979; therefore, the trend can only be considered from fall 1979. The *percent of those enrolled in immediate job entry programs has been decreasing until this spring; transfer programs have showed a similar pattern. The category of continuing education has showed a continual increase until this spring. The increase in this category is explained by the fact that more people are attending classes for job enrichment and skills upgrading, and for personal enrichment than have ever done so before. This is reflected to some extent in the increase in students carrying only one or two classes.*

In summary, there are some trends which need to be watched. These include:

1) *The slowing of the headcount and credit hour increase.*
2) *The declining percentage which new students make up of the total enrollment.*
3) *The increase in the average age of the students and its' implications for program planning.*
4) *The continuing increase in the number of part-time students.*

TABLE I

ENROLLMENT SUMMARIES - SPRING 1976 THROUGH SPRING 1982

CATEGORY	SPRING 1976	FALL 1976	SPRING 1977	FALL 1977	SPRING 1978	FALL 1978	SPRING 1979	FALL 1979
TOTAL ENROLLMENT	3605	4414	4770	5379	5184	*5421	*5192	6313
MALE	1955 (54.2%)	2038 (46.2%)	2393 (50.2%)	2275 (42.3%)	2378 (45.9%)	2242 (42.4%)	2214 (41.7%)	2513 (39.8%)
FEMALE	1650 (45.8%)	2376 (53.8%)	2377 (49.8%)	3104 (57.7%)	2806 (54.1%)	3043 (57.6%)	2851 (56.3%)	3800 (60.2%)
FULL-TIME	1181 (32.8%)	1363 (30.9%)	1504 (31.5%)	1354 (25.2%)	1325 (25.6%)	1070 (20.2%)	1063 (21.0%)	1206 (19.1%)
PART-TIME	2424 (67.2%)	3051 (69.1%)	3266 (68.5%)	4025 (74.8%)	3859 (74.4%)	4215 (79.8%)	4002 (79.0%)	5107 (80.9%)
NEW STUDENTS (first time at SOCJC)	2231 (61.9%)	2059 (46.7%)	1904 (39.9%)	2662 (49.5%)	2139 (41.3%)	2300 (43.8%)	1846 (36.4%)	2745 (43.5%)
RETURNING STUDENTS	1204 (33.4%)	2231 (50.5%)	2688 (56.4%)	2636 (49.0%)	2986 (57.6%)	2714 (51.6%)	2898 (57.2%)	3153 (49.9%)
GRADUATES (Special)	170 (4.7%)	124 (2.8%)	178 (3.7%)	81 (1.5%)	59 (1.1%)	242 (4.6%)	321 (6.3%)	415 (6.6%)
SINGLE	1150 (31.9%)	1621 (36.5%)	1692 (35.5%)	1978 (36.8%)	1909 (36.8%)	1952 (36.9%)	1796 (39.0%)	2305 (36.5%)
MARRIED	2006 (55.6%)	2219 (50.3%)	2433 (51.0%)	2661 (49.5%)	2558 (49.3%)	2621 (49.6%)	2582 (51.0%)	3193 (50.6%)
WIDOWED	30 (.8%)	48 (1.1%)	52 (1.1%)	65 (1.2%)	73 (1.4%)	67 (1.3%)	66 (1.3%)	83 (1.3%)
DIVORCED/SEPARATED	419 (11.6%)	535 (12.1%)	593 (12.4%)	675 (12.5%)	644 (12.4%)	645 (12.2%)	621 (12.3%)	732 (11.6%)
AVERAGE AGE	28.57 yrs.	27.8 yrs.	28.80 yrs.	28.5 yrs.	29.20 yrs.	28.6 yrs.	29.10 yrs.	29.4 yrs.
BLACK	194 (5.4%)	245 (5.6%)	351 (7.4%)	313 (5.8%)	316 (6.1%)	255 (4.8%)	244 (4.8%)	326 (5.2%)
WHITE	2880 (79.9%)	3527 (79.9%)	3716 (77.9%)	4378 (81.4%)	4176 (80.6%)	4599 (87.0%)	4335 (85.6%)	5437 (86.1%)
AMERICAN INDIAN	82 (2.3%)	111 (2.5%)	156 (3.3%)	169 (3.1%)	191 (3.7%)	184 (3.5%)	251 (4.9%)	257 (4.1%)
ASIAN	17 (.5%)	20 (0.5%)	21 (.4%)	24 (0.5%)	23 (.4%)	87 (1.6%)	1 (.02%)	119 (1.9%)
HISPANIC	65 (1.8%)	90 (2.0%)	86 (1.8%)	98 (1.8%)	77 (1.5%)	74 (1.4%)	64 (1.3%)	66 (1.1%)
INTERNATIONAL	87 (2.4%)	95 (2.2%)	79 (1.7%)	71 (1.3%)	75 (1.5%)	64 (1.2%)	88 (1.7%)	***
OTHER/NO RESPONSE	280 (7.8%)	326 (7.4%)	361 (7.6%)	326 (6.1%)	326 (6.3%)	22 (.4%)	82 (1.6%)	108 (1.7%)
IMMEDIATE JOB ENTRY	2234 (62.0%)	2792 (63.3%)	2997 (62.8%)	3355 (62.4%)	2880 (55.6%)	**2094 (39.6%)	**2248 (44.4%)	2963 (46.9%)
TRANSFER	1329 (26.9%)	1170 (26.5%)	1292 (27.1%)	802 (14.9%)	630 (12.2%)	**1415 (26.8%)	**1313 (26.0%)	1311 (20.8%)
CONTINUING EDUCATION	42 (1.2%)	452 (10.2%)	481 (10.1%	1222 (22.7%)	1674 (32.3%)	**1776 (33.6%)	**1504 (29.7%)	2039 (32.3%)
FTE/CREDIT HOURS	1931 / 28965	2244 / 33660	2435 / 36525	2531 / 37965	2455 / 36825	2363 / 35440	2259 / 33886	2595 / 38931
AVERAGE CREDIT HOURS	8.04	7.63	7.66	7.06	7.10	6.54	6.53	6.17

-continued-

ENROLLMENT SUMMARIES - SPRING 1976 THROUGH SPRING 1982
(CONT'D)

CATEGORY	SPRING 1980	FALL 1980	SPRING 1981	FALL 1981	SPRING 1982
TOTAL ENROLLMENT	6819	7345	7934	7873	7991
MALE	3024 (44.3%)	2983 (40.6%)	3376 (42.6%)	3178 (40.4%)	3567 (44.6%)
FEMALE	3795 (55.7%)	4362 (59.4%)	4558 (57.4%)	4695 (59.6%)	4424 (55.4%)
FULL-TIME	1335 (19.6%)	1304 (17.8%)	1373 (17.3%)	1231 (15.6%)	1239 (15.5%)
PART-TIME	5484 (80.4%)	6041 (82.2%)	6561 (82.7%)	6642 (84.4%)	6752 (84.5%)
NEW STUDENTS (first time at SOCJC)	2569 (37.7%)	3060 (41.7%)	2810 (35.4%)	3078 (39.1%)	2590 (32.4%)
RETURNING STUDENTS	3686 (54.1%)	3763 (51.2%)	4454 (56.1%)	4225 (53.7%)	4779 (59.8%)
GRADUATES (Special)	564 (8.3%)	522 (7.1%)	670 (8.5%)	570 (7.3%)	622 (7.8%)
SINGLE	2419 (35.5%)	2812 (38.3%)	2894 (36.5%)	3074 (39.0%)	3145 (39.4%)
MARRIED	3469 (50.9%)	3560 (48.5%)	4043 (51.0%)	3844 (48.8%)	3867 (48.4%)
WIDOWED	102 (1.5%)	93 (1.3%)	86 (1.0%)	89 (1.1%)	100 (1.3%)
DIVORCED/SEPARATED	829 (12.2%)	880 (12.0%)	911 (11.5%)	866 (11.0%)	879 (11.0%)
AVERAGE AGE	30.01 yrs.	29.5 yrs.	30.15 yrs.	29.63 yrs.	30.08 yrs.
BLACK	299 (4.4%)	313 (4.3%)	345 (4.3%)	323 (4.1%)	337 (4.2%)
WHITE	5821 (85.4%)	6280 (85.5%)	6775 (85.4%)	6740 (85.6%)	6816 (85.3%)
AMERICAN INDIAN	292 (4.3%)	226 (3.1%)	220 (2.8%)	189 (2.4%)	181 (2.3%)
ASIAN	181 (2.7%)	297 (4.0%)	319 (4.0%)	352 (4.5%)	394 (4.9%)
HISPANIC	105 (1.5%)	98 (1.3%)	110 (1.4%)	105 (1.3%)	104 (1.3%)
INTERNATIONAL	***	***	***	***	***
OTHER/NO RESPONSE	119 (1.8%)	131 (1.8%)	167 (2.1%)	164 (2.1%)	159 (2.0%)
IMMEDIATE JOB ENTRY	2942 (43.1%)	2853 (38.8%)	3063 (38.6%)	2771 (35.2%)	2945 (36.9%)
TRANSFER	1590 (23.3%)	1562 (21.3%)	1687 (21.3%)	1480 (18.8%)	1672 (20.9%)
CONTINUING EDUCATION	2289 (33.6%)	2930 (39.9%)	3184 (40.1%)	3622 (46.0%)	3374 (42.2%)
FTE/CREDIT HOURS	2815 / 42227	2913 / 43693	3031 / 45464	3030 / 45442	3116 / 46744
AVERAGE CREDIT HOURS	6.19	5.95	5.73	5.77	5.85

*Included in this total are 127 people (Spring) and 136 people (Fall) on whom data was not obtained from the computer.

**Numbers are not comparable to previous years due to changes in the reporting system.

***International and Oriental American categories have been eliminated with Asians replacing Orientals and many Internationals also falling into the Asian category.

TABLE II

HEADCOUNT

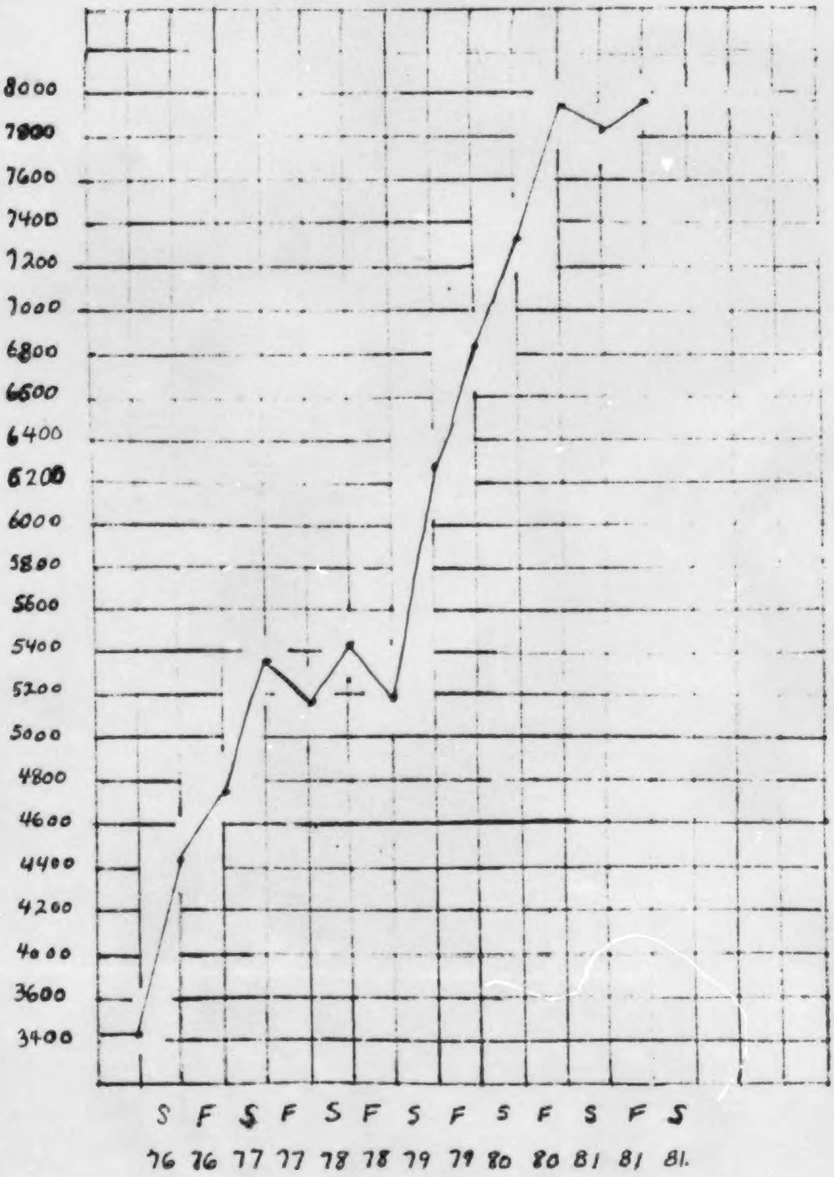


TABLE III

CREDIT HOURS

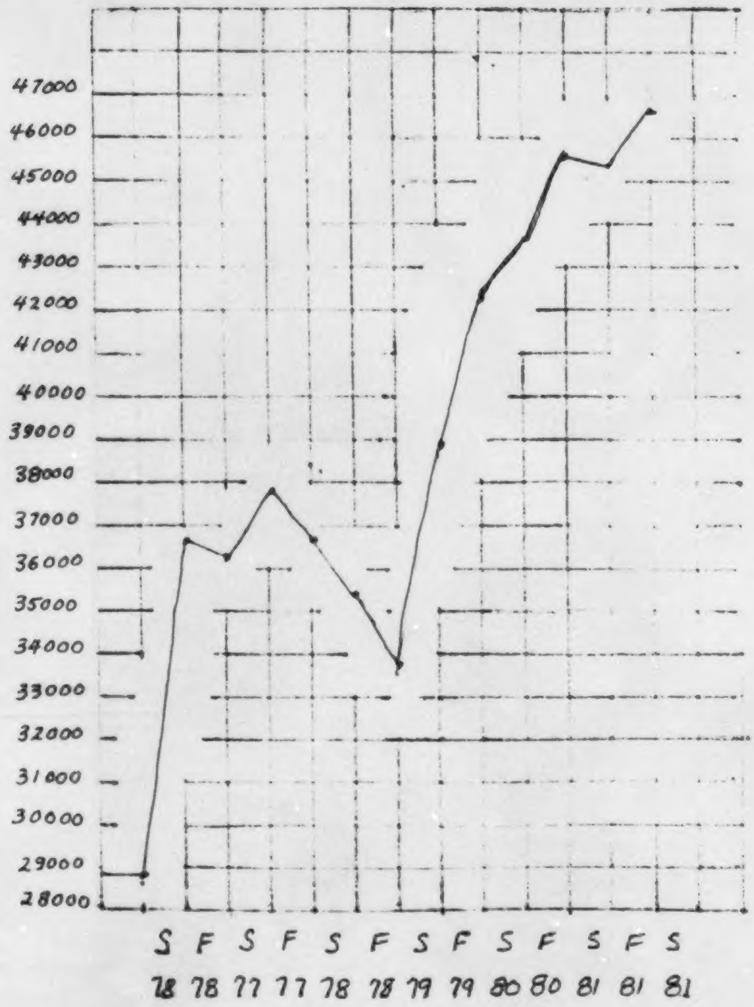
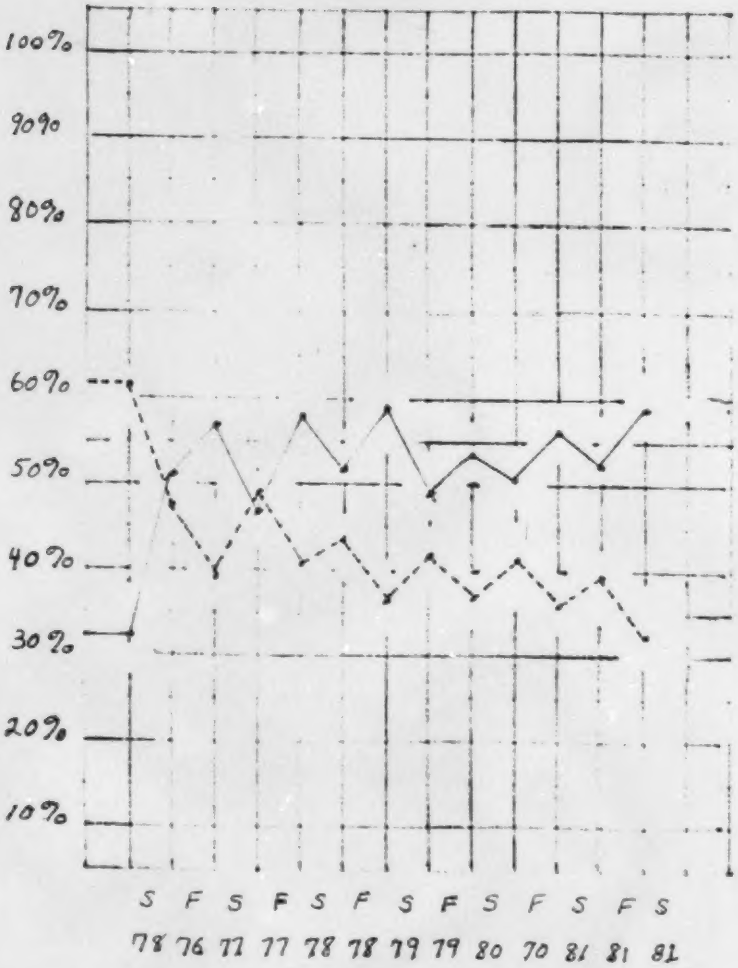


TABLE IV

NEW STUDENTS AND RETURNING STUDENTS



New Students ______ Returning Students - - -

Interesting Facts About
SOUTH OKLAHOMA CITY JUNIOR COLLEGE
Students

RESEARCH MONOGRAPH XIV

Prepared by

Annmarie Shirazi
Research Office

April 1982

I. Enrollment Patterns

The table below shows the number of students who enrolled only in the semester listed and have not returned since. A total of 11,304 students fall in this category since the fall of 1979, although those in the spring of 1982 have not had an opportunity to reenroll and probably should not be counted. Of those who have not returned, 34% were enrolled in more than one class for the semester they attended. Why haven't these students, particularly those enrolled in more than one course, not come back?

	Number of Students Who Have Not Returned	Number of Students Enrolled In Only One Course
Fall 1979	72	40
Spring 1980	115	65
Summer 1980	108	68
Fall 1980	1,989	1,293
Spring 1981	2,241	1,606
Summer 1981	1,471	1,138
Fall 1981	2,354	1,539
Spring 1982	2,954	1,674
TOTAL	11,304	7,423

II. The Number of Credit Hours Students Enrolled In

The number of hours students enrolled in in a single semester has been changing. The next table shows the percentage of those enrolled in 0 to 3 hours, etc. This percentage is based on the total spring enrollment for the particular spring semester. The last 3 spring semesters are being looked at.

Hours	Spring 1980	Spring 1981	Spring 1982	Change from Spring 1980 to Spring 1982
0-3	42.8%	48.6%	53.4%	+10.6
4-6	24.7%	23.2%	21.2%	- 3.5
7-9	7.8%	8.1%	9.1%	+ 1.3
10-12	13.9%	10.3%	9.5%	- 4.4
13-15	9.2%	8.3%	5.3%	- 3.9
over 15	1.6%	1.5%	1.5%	- 0.1
TOTAL HEADCOUNT	6,819	7,934	7,991	

As can be seen, the percentage of those enrolled in 0 to 3 credit hours is continually rising. It appears that those who were full-time students (12 hours and over) are becoming part-time (hence the increase in those enrolled in 7 to 9 credit hours) and those who were at the upper bound of part-time (10 and 11 hours) are decreasing the number of hours they are enrolled in.

The reasons students are decreasing the number of hours they are enrolled in needs to be studied.

III. Transfers from Other Colleges

A total of 18 schools are listed in the next table. The criteria for being on the list is that at least one of the four semesters more than nine people from the particular institution transferred to South Oklahoma City Junior College. Of the 18 schools, the first nine listed had 10 students or more transferring all four of the semesters while the last nine schools listed had double digit transfers from one to three of the semesters.

A total listing of all the schools from which we receive transfer students is available in the Research Office.

	Fall 1980	Spring 1981	Fall 1981	Spring 1982
Oklahoma University	152	193	172	182
Central State University	142	133	137	124
Oscar Rose Junior College	142	101	136	101
Oklahoma State University	65	42	45	47
Southwestern - Oklahoma City	59	50	18	16
Oklahoma State University Technical Institute	49	61	53	79
Oklahoma City University	41	49	27	43
Southwestern - Oklahoma State University	20	15	24	15
Bethany Nazarene	18	10	20	15
El Reno Junior College	17	19	13	8
Cameron	13	10	6	4
University of Sciences and Arts of Oklahoma	12	4	8	2
East Central University	12	11	17	9
Southeastern - Oklahoma State University	11	5	4	7
Oklahoma Baptist University	10	5	8	8
Langston University	9	11	11	8
Oklahoma Christian College	6	12	5	7
Eastern Oklahoma State College	3	3	6	10

IV. Educational Background and Completion

In the spring of 1982, of the 7,991 students enrolled, there was a very diverse educational background. The following table lists for each educational background the number of students in that category, the number of credit hours they enrolled in in spring 1982, the average credit hours they carried in the spring, and the completion rate for those hours which they attempted prior to the spring of 1982.

Educational Background	*Headcount*	*Current Hours*	*Average Hours*	*Hours Attempted*	*Hours Completed*	*Completion Rate*
Previous Degree	*622*	*2,477*	*3.98*	*2,918*	*2,556*	*87.59*
Transfer	*1,025*	*5,293*	*5.16*	*419*	*306*	*73.03*
High School Graduate	*4,986*	*30,468*	*6.11*	*75,546*	*62,110*	*82.21*
G. E. D.	*370*	*2,831*	*7.65*	*6,630*	*5,299*	*79.92*
High School Senior	*53*	*248*	*4.68*	*6*	*3*	*50.00*
None of the Above	*935*	*5,427*	*5.80*	*15,123*	*11,377*	*75.23*
TOTALS	*7,991*	*46,744*	*5.85*	*100,642*	*81,651*	*81.13*

Those students who had some type of post-secondary education degree had the highest completion rate with the high school graduates running a close second. The concurrently enrolled high school seniors did not have enough numbers to make their data meaningful; therefore, it is those students who transfer from other schools who have the lowest completion rate.

V. Total Numbers Served

We have served about 76,000 students since the doors opened until April of 1982 in credit and non-credit courses. A total of 68,512 students came from a count of credit classes from the time the doors opened until April of 1982 and non-credit classes from March of 1978 through April of 1982. An estimated 7,880 students were served in non-credit activities prior to March of 1978. This gives a total of 76,392 students served to date. These numbers do not include numerous non-credit activities, such as, one time events, speakers bureau, seminars, etc.

Retention Study - Non-Returning Students
Fall 1981 and Spring 1982

Research Monograph XV

Prepared by

Annmarie Shirazi
Research Office
June 1982

The data presented in this monograph compares non-returning student characteristics across four years and with the Fall 1981 general student population whenever that information is available. Tables I, II, and III contain data on biographic characteristics and class data; Table IV contains data on student majors and Table V reports responses to a mail survey done in the Spring of 1982.

Some of the more interesting findings in the biographic data presented in Table I is the percent of males not returning in the Spring of 1982 is back to what it was in the Spring of 1979 and 1980. The trend for more women students not to return in the Spring is back. The fear of driving in bad weather is no longer listed as major reasons for women not returning in the Spring. The marital status is remaining fairly constant across seven semesters. The ethnic background showed an increase in the percent of whites not returning over what they had been in Fall 1980 and Spring 1981 and a leveling of the steady increase in the percent of Asians which was experienced earlier. There is a trend to have the heaviest concentration of students in the age range from 21 to 30 years, but there is some movement toward an increase in those in the upper age brackets in particular in the bracket 31 to 36. This trend has not been present in previous years.

Turning now to the time of day classes are taken, Fall 1981's non-returning students continue to become more closely matched to the student population and the Spring non-returning students. The Spring 1982 has remained similar to what it was in the three previous Springs. The number of credit hours the non-returning students were enrolled in is also interesting with just over 60% being enrolled in less than 4 credit hours. This is an increase from what it had been for previous groups of non-returning students.

Table IV lists under each major the percent of those not returning over the seven semesters and the actual number of students who were enrolled in that major each semester. Looking at the total percent not returning this Spring, it is at 45.2% which is up from what it had been in the Fall of 1981 and a little lower than what it had been other Springs. The trend to have a greater percent of returning students from Spring to Fall than from Fall to Spring is still continuing, although it appears some leveling has occurred between the Springs and Falls. The greater retention from Spring to Fall is not expected and does not exist at other institutions. Looking at the individual majors, in the Fall 1981, 19.6% and in the Spring 1982, 25.5% of the programs had 50% or more of their majors not returning. This is less than what it had been in the Spring 1981 (32.7%) but up from what it had been in Fall 1980 (14.2%). No program has had a 50% or greater non-returning rate across the seven semesters. For further information, consult Table IV.

A random sample of the 3,556 students not returning in the Spring 1982 was sent a questionnaire. Of the 700 questionnaires sent, 141 completed questionnaires were returned (20.1% response rate). Table V contains a complete listing of the responses made. The top four reasons students did not return were: not enough time due to work, they are going to another school, the classes they wanted were not available, and they had no time. It appears that a lack of time and the availability of classes were the main reasons students did not return. Sixty-eight point eight percent indicated they plan to enroll in the future.

In summary, the following areas are of interest:

1) The non-returning students differ in many areas between those not returning in the Spring and those not returning in the Fall, but this is not as pronounced as it has been at previous times.

2) Two trends which have not changed are, the greatest percent of those not returning were enrolled in night classes only and in from one to three credit hours.

3) Although the greatest percent of those not returning is from 21 to 31, the bracket from 31 to 35 has grown this past Fall and Spring.

4) The percent of women not returning in the Spring is on the rise again.

5) The percent of programs with 50% or more students not returning has decreased from 32.7% to 19.6% in the Fall and 25.5% in the Spring of 1982. This decrease needs to continue until all programs retain over 50% of their students between semesters.

6) If a major reason for students not enrolling is that classes are not available, then some consideration should be given to following up on this.

TABLE I

CATEGORIES	Percent in Fall 1981	Percent Non-Returning Fall 1978 to Spring 1979	Percent Non-Returning Spring 1979 to Fall 1979	Percent Non-Returning Fall 1979 to Spring 1980	Percent Non-Returning Spring 1980 to Fall 1980	Percent Non-Returning Fall 1980 to Spring 1981	Percent Non-Returning Spring 1981 to Fall 1981	Percent Non-Returning Fall 1981 to Spring 1982
MALE	40.4	38.9	44.1	36.3	43.7	40.3	42.4	37.9
FEMALE	59.6	61.1	55.9	63.7	56.1	59.7	57.6	62.1
MARRIED	48.8	51.6	49.2	53.5	50.5	49.7	50.9	50.9
SINGLE	39.0	33.9	35.9	33.7	35.2	36.7	36.2	36.9
OTHER	12.2	14.6	14.9	12.8	14.3	13.6	12.9	12.2
BLACK	4.1	4.7	4.0	5.3	4.7	4.4	4.0	4.0
CAUCASIAN	85.6	88.1	89.6	87.5	87.0	86.9	87.9	87.4
NATIVE AMERICAN	2.4	3.4	4.2	3.6	3.9	3.1	2.7	2.0
ASIAN	4.9	1.3	0.2	1.1	1.9	3.0	2.6	3.2
HISPANIC	1.3	1.6	0.8	1.2	1.5	1.0	1.2	1.4
OTHER/NO RESPONSE	2.0	1.2	1.2	1.3	1.0	1.6	1.6	2.1
DAY CLASSES ONLY	23.6	18.2	46.6	23.2	25.7	18.1	21.2	20.0
NIGHT CLASSES ONLY	61.2	70.7	43.4	65.0	60.7	72.5	67.6	70.2
ARRANGED CLASSES ONLY	2.0	4.0	2.6	3.1	4.4	1.6	1.9	2.7
COMBINED DAY AND NIGHT CLASSES	13.2	7.1	7.4	8.7	9.2	7.8	9.3	7.1

TABLE II

	Percent Non-Returning Fall 1978 to Spring 1979	Percent Non-Returning Spring 1979 to Fall 1979	Percent Non-Returning Fall 1979 to Spring 1980	Percent Non-Returning Spring 1980 to Fall 1980	Percent Non-Returning Fall 1980 to Spring 1981	Percent Non-Returning Spring 1981 to Fall 1981	Percent Non-Returning Fall 1981 to Spring 1982
1 to 3 Credits	56.8	35.9	59.7	53.9	59.2	61.4	63.2
4 to 6 Credits	24.9	46.0	22.0	21.4	23.3	19.8	21.6
7 to 9 Credits	7.7	6.2	6.7	9.1	7.5	7.5	7.0
10 to 12 Credits	7.3	8.4	7.6	10.2	6.5	6.7	5.4
13 to 15 Credits	2.8	3.1	3.8	4.3	2.9	3.6	1.9
Over 15 Credits	0.5	0.4	0.2	1.1	0.6	0.9	0.5

TABLE III

AGE	Percent Non-Returning Fall-1978 to Spring 1979	Percent Non-Returning Spring 1979 to Fall 1979	Percent Non-Returning Fall 1979 to Spring 1980	Percent Non-Returning Spring 1980 to Fall 1980	Percent Non-Returning Fall 1980 to Spring 1981	Percent Non-Returning Spring 1981 to Fall 1981	Percent Non-Returning Fall 1981 to Spring 1982
16 - 20	12.4	15.2	15.3	11.6	10.6	11.3	15.6
21 - 25	28.8	27.9	25.8	26.5	26.1	22.8	24.4
26 - 30	20.9	19.5	18.2	22.8	20.4	19.8	19.0
31 - 35	12.9	12.0	12.0	11.3	13.2	16.1	14.5
36 - 40	7.7	8.9	7.9	7.9	8.2	8.6	8.0
41 - 45	5.8	5.8	6.0	5.7	6.2	6.4	6.6
46 - 50	3.9	3.4	4.1	3.8	5.2	4.6	4.2
51 - 55	2.6	2.7	2.8	2.3	3.6	3.7	2.7
56 - 60	1.4	1.5	1.6	1.8	1.6	1.8	1.2
61 and Over	1.1	0.9	0.9	1.4	1.5	1.2	0.8
No Age Reported	2.3	2.2	5.4	2.9	3.4	3.9	2.8

TABLE IV

MAJOR	PERCENT OF EACH MAJOR NOT RETURNING BY SEMESTER							NUMBER OF STUDENTS IN EACH MAJOR						
	SPRING 1979	FALL 1979	SPRING 1980	FALL 1980	SPRING 1981	FALL 1981	SPRING 1982	FALL 1978	SPRING 1979	FALL 1979	SPRING 1980	FALL 1980	SPRING 1981	FALL 1981
BUSINESS	50.4	42.8	44.9	45.2	45.3	53.4	45.5	1029	979	1152	1409	1555	2202	1713
COMMUNICATIONS	56.3	50.0	44.4	41.4	57.9	32.6	52.5	16	18	27	29	19	30	59
PRE-ENGINEERING	36.5	40.3	32.7	35.1	45.6	29.4	33.2	169	154	156	211	281	286	262
VISUAL ARTS	37.9	58.0	53.9	46.3	37.6	40.6	41.2	66	69	89	95	93	81	85
MUSIC	30.9	43.9	21.9	37.2	33.0	40.0	29.7	81	82	96	121	112	110	111
THEATRE ARTS	44.4	38.9	26.7	25.0	38.9	32.0	48.2	18	18	15	28	36	24	27
MODERN LANGUAGE	41.3	46.8	63.1	48.3	42.9	49.2	41.0	46	47	65	89	105	81	78
+HUMANITIES	51.2	39.6	50.0	28.6	48.0	43.5	38.5	43	53	68	70	80	57	65
MATH	39.0	47.1	42.2	46.7	43.3	47.1	44.8	59	51	64	60	67	66	87
SCIENCE	42.3	38.7	34.9	34.4	40.0	41.2	36.7	189	212	238	253	265	253	275
PSYCHOLOGY	40.0	38.0	43.8	37.3	44.2	38.5	43.8	265	258	320	359	387	405	324
HISTORY	37.9	40.7	35.4	46.7	42.6	46.3	40.6	29	27	48	45	54	44	32
POL. SCIENCE/PRE-LAW	37.0	49.0	54.2	45.2	40.3	49.0	44.4	46	49	48	42	62	57	63
SOCIOLOGY	38.7	50.0	54.7	39.2	39.1	33.1	32.5	75	62	75	79	87	76	83
DIVERSIFIED STUDIES	59.4	73.2	28.3	46.2	30.0	50.8	48.1	32	71	46	13	10	55	27
ACCOUNTING	53.6	42.8	52.9	48.0	49.0	47.8	54.2	233	187	278	265	390	335	397
BANKING & FINANCE	66.9	55.0	66.5	52.9	59.6	47.9	61.4	679	431	772	435	599	505	695
SECRETARIAL SCIENCE	49.0	50.6	60.1	41.2	48.2	42.3	48.5	247	239	305	306	276	222	332
++MASS MEDIA COMM.	53.8	50.0	51.9	51.7	45.5	55.2	38.5	91	78	81	87	112	114	96
PRINTING TECHNOLOGY	26.9	37.5	57.8	52.5	12.5	65.6	27.1	26	32	46	61	40	49	48
COMMERCIAL ART	57.5	45.4	43.9	42.1	47.2	34.5	34.3	120	130	155	152	193	159	166
CREDIT UNION MGMT.	96.3	33.3	95.2	25.0	82.1	64.1	60.0	27	3	21	4	28	6	5
MERCHANDISING MGMT.(PAS)	47.2	54.5	36.4	48.7	61.8	61.6	46.7	36	33	33	39	34	21	15
REAL ESTATE	55.3	47.2	56.3	29.6	51.7	34.9	53.4	132	108	144	247	87	77	174
MERCHANDISING MGMT.(RET)	30.0	64.3	30.0	30.0	15.4	31.4	52.0	10	14	10	10	13	10	25
GENERAL OFFICE ASST.	53.1	70.8	57.1	50.0	50.0	34.9	30.8	32	24	14	14	10	9	13
FOOD SERVICE MGMT.	21.1	44.0	45.5	50.0	36.8	60.4	40.6	19	25	22	24	19	33	32
INSURANCE MANAGEMENT	0.0	0.0	79.1	41.0	66.9	68.3	75.4	0	0	148	122	139	133	171
MID-MANAGEMENT	63.2	34.7	47.7	44.6	40.5	34.2	39.6	193	173	151	157	131	138	134
NURSING	20.8	35.4	29.0	33.1	29.8	32.4	25.1	269	263	307	320	359	370	403
OT TR	32.1	23.4	30.6	28.1	16.1	28.3	46.3	53	47	49	57	62	63	67
SURGICAL TECHNOLOGY	32.7	19.2	31.6	26.2	42.9	44.6	29.8	55	47	57	65	63	65	57

-continued-

TABLE IV (cont'd)

MAJOR	PERCENT OF EACH MAJOR NOT RETURNING BY SEMESTER							NUMBER OF STUDENTS IN EACH MAJOR						
	SPRING 1979	FALL 1979	SPRING 1980	FALL 1980	SPRING 1981	FALL 1981	SPRING 1982	FALL 1978	SPRING 1979	FALL 1979	SPRING 1980	FALL 1980	SPRING 1981	FALL 1981
MEDICAL RECORDS	0.0	0.0	80.0	80.0	45.5	41.3	21.4	0	0	5	10	11	22	14
GERONTOLOGY	18.2	42.9	40.0	30.2	55.0	27.0	50.0	11	21	25	43	20	22	16
E M T	39.4	34.9	35.8	43.3	42.7	52.2	43.8	160	186	187	233	211	209	210
DRAFTING & DESIGN	40.6	50.0	60.0	28.0	51.0	37.5	44.2	101	98	95	100	98	123	113
AUTOMOTIVE TECHNOLOGY	0.0	0.0	25.7	15.8	33.3	30.0	20.0	0	0	35	38	51	43	35
WELDING TECHNOLOGY	30.6	28.9	25.0	33.3	32.1	30.3	38.8	36	45	44	54	53	83	85
ELECTRONICS	34.1	33.3	50.0	42.5	52.8	28.8	33.7	179	159	196	259	282	351	309
+++MANUFACTURING TECH.	35.7	54.5	30.0	23.5	56.3	23.3	50.0	14	11	10	17	16	9	18
MACHINE TECHNOLOGY	34.0	27.8	25.0	27.4	32.7	28.7	27.3	50	72	32	62	55	73	77
CONSTRUCTION TECH.	15.6	25.9	13.5	21.5	41.4	18.7	25.0	32	58	37	73	70	69	60
RADIO/TV REPAIR	58.8	42.9	57.1	50.0	100.0	+++	+++	17	7	14	6	1	3	4
METAL FABRICATION	20.0	33.3	33.3	38.9	68.8	43.7	72.7	10	15	3	18	32	16	11
INDUSTRIAL ELECTRONICS TECHNOLOGY	20.0	45.5	0.0	9.4	88.9	27.0	37.5	15	11	12	32	9	22	16
CHILD DEVELOPMENT	33.3	66.6	37.8	44.8	33.3	63.5	30.0	51	60	74	67	96	60	50
CORRECTIONS	36.2	38.8	39.9	45.4	59.3	45.3	52.0	152	209	[illegible]	262	189	178	125
RECREATIONAL LEADERSHIP	39.6	27.0	56.5	41.6	53.4	45.3	67.7	53	126	161	279	373	371	328
+LONG TERM CARE	100.0	100.0	--	--	--	--	--	2	2	0	--	1	1	0
++SECURITY & LOSS PREVENTION	--	--	--	--	--	--	85.7	--	--	--	--	--	--	7
DATA PROCESSING	--	--	--	20.0	44.9	45.5	48.2	--	--	--	5	69	143	274
TOTAL	49.7	43.1	48.8	41.2	46.6	44.0	45.2	5421	5192	6313	6819	7345	7934	7 73

+Programs no longer in existence

++New program

+++No longer a separate program

TABLE V

Questionnaire Results

N = 141

Question	# Responding	% Responding
1) Accuracy of fact that they were not enrolled in the spring 1982 -		
a) Accurate	133	94.3%
b) Inaccurate	8	5.7%
2) Why didn't they enroll in January 1982?		
a) No time, due to work	29	20.6%
b) Going to another school	21	14.9%
c) Classes wanted were not available	19	13.5%
d) No time	16	11.3%
e) Classes desired not offered at a good time or not the desired instructor	12	8.5%
f) Finances	10	7.1%
g) Just took a course needed for the job	7	5.0%
h) Health problems	6	4.3%
i) Took class for personal enrichment - not interested in any class in the spring	5	3.5%
j) Needed time off	4	2.8%
k) No time off	4	2.8%
l) Already have a degree	4	2.8%
m) Working on a degree at another school and just picking up credits	3	2.1%
n) Moving	3	2.1%
o) No transportation	1	0.7%
p) SOCJC has no Music Program	1	0.7%
q) Enrolled in three television courses in the fall and did not finish	1	0.7%
r) Credits not transferable without a degree	1	0.7%
s) Didn't receive a schedule in the mail so I did not know what was available	1	0.7%

-continued-

TABLE V (cont'd)

Questionnaire Results
N = 141

Question	*# Responding*	*% Responding*
3) Do they plan to enroll in the future?		
a) Yes	*97*	*68.8%*
b) No	*18*	*12.8%*
c) Maybe	*24*	*17.0%*
If yes, when?		
a) Fall 1982	*38*	*27.0%*
b) Summer 1982	*17*	*12.1%*
c) Unsure	*17*	*12.1%*
d) Depends on classes offered	*8*	*5.7%*
e) In a year or two	*5*	*3.5%*
f) Spring 1982	*5*	*3.5%*
g) Already enrolled	*3*	*2.1%*
h) Some time in 1982	*1*	*0.7%*

Enrollment Comparisons Based on the time of Day Attending

Research Monograph XVI

Prepared by

Annmarie Shirazi
Research Office

June 1982

From the summer of 1978 through the spring of 1982, data has been collected on the number of students and the credit hours which were produced by those enrolled in day classes only, night classes only, arranged classes only, and in a combination of day, night, and arranged classes. Table I presents all of the data. With a brief glance at the numbers, the steady increase in headcount and credit hour enrollment is visible and the percentage of the total headcount and credit hours which each of the four time groups represents has remained relatively constant. Table II represents graphically the percent of total credit hours each of the four time groups are. The greatest percent of the total credit hours are produced by those enrolled in night classes only and the lowest percent is by those in arranged sections only. Table III makes the same comparisons except headcount rather than credit hours are being used. Night classes only still make up the greatest percent of the total enrollment and arranged classes only the smallest percent. The following observations can be made comparing the graphics in Tables II and III:

1) Those students attending night only make up the greatest percent of the total enrollment in both headcount and credit hours but headcount runs 5% to 10% higher than credit hours across the semesters.

2) Those enrolled in a combination of class times make up a smaller percent of the total headcount than credit hours.

3) Those students enrolled in a combination of class times have more people and credit hours in the spring semester than in the summers or the falls.

4) Enrollments in arranged sections only are higher in the summer than in the fall or the spring.

Tables IV, V, VI, VII, and VIII compare the headcount and credit hours across the eight semesters for the total enrollments (Table IV), those enrolled in day classes only (Table V), those enrolled in night classes only (Table VI), those enrolled in arranged classes only (Table VII), and those enrolled in a combination of class times (Table VIII). Some of the general findings are:

1) *The headcount difference between fall and spring is always closer than the credit hour difference between fall and spring and this is true across all the class time groups.*

2) *Those enrolled in day only and night only classes consistently produce fewer credit hours in the spring semester than the previous fall even though the headcount tends to increase.*

3) *Those enrolled in arranged only and a combination of class times tend to have a greater headcount in the spring from the previous fall and produce more credit hours in the spring than in the previous fall. (This is true of the total college enrollment also)*

In summary, then those who are enrolled in day only or night only classes are taking fewer classes in the spring than the fall. This may be due to a lack of money in January which would not be as likely to exist in August or perhaps after a summer off, people are more ready to go back to school and therefore take more classes in August. Also, across all four class time groups there is a greater fluctuation between the fall and spring semester in credit hours than there is in headcount.

TABLE I

Entry	Day Only				Night Only				Arranged Only				Combination of Times			
	Credit Hours		Headcount		Credit Hours		Headcount		Credit Hours		Headcount		Credit Hours		Headcount	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Spring 1982	13,035	27.9	1,888	23.6	20,080	43.0	4,696	58.8	656	1.4	237	3.0	12,973	27.8	1,170	14.6
Fall 1981	13,272	28.2	1,859	23.6	20,524	45.2	4,815	61.2	[illegible]	0.9	155	2.0	11,225	24.7	1,044	13.3
Summer 1981	5,482	26.6	1,281	24.7	10,888	52.9	3,261	63.0	342	1.7	143	2.8	3,874	18.8	490	9.5
Spring 1981	12,075	26.6	1,805	22.8	19,148	42.1	4,734	59.7	519	1.1	202	2.6	13,722	30.2	1,139	14.4
Fall 1980	12,472	28.5	1,628	22.2	20,018	45.8	4,622	62.9	296	0.7	117	1.6	10,907	25.0	978	13.3
Summer 1980	4,681	25.4	1,023	23.9	9,058	49.1	2,514	58.7	1,070	5.8	316	7.4	3,637	19.7	432	10.1
Spring 1980	12,483	29.6	1,810	26.8	16,559	39.2	3,697	54.2	876	2.1	284	4.2	12,309	29.2	1,008	14.8
Fall 1979	11,826	30.4	1,596	25.3	16,545	42.5	3,626	57.4	571	1.5	188	3.0	9,989	25.7	873	13.8
Summer 1979	4,355	28.2	938	27.0	7,305	47.9	1,944	56.0	769	5.0	244	7.0	2,892	18.8	348	9.9
Spring 1979	9,908	29.8	1,254	24.8	11,314	40.1	2,785	55.0	641	1.9	210	4.2	9,361	28.2	816	16.1
Fall 1978	10,454	30.1	1,257	23.8	15,937	45.8	3,163	59.8	449	1.3	141	2.7	7,946	22.8	724	13.7
Summer 1978	3,305	28.1	734	27.1	5,442	45.2	1,406	51.9	919	7.6	272	10.0	2,300	19.1	297	11.0

TABLE II

Percent of Total Enrollment

Credit Hours

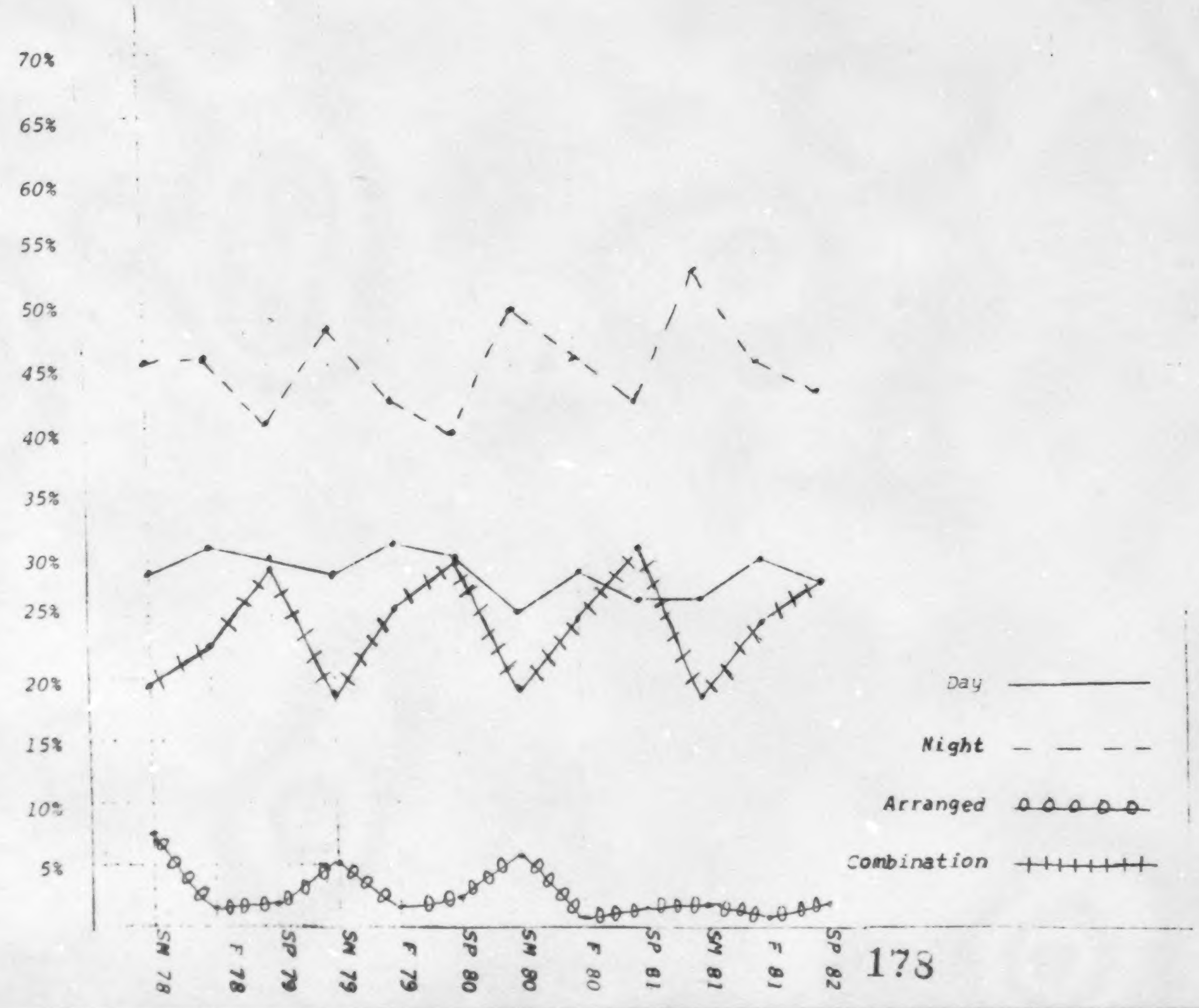


TABLE III

Percent of Total Enrollment

Headcount

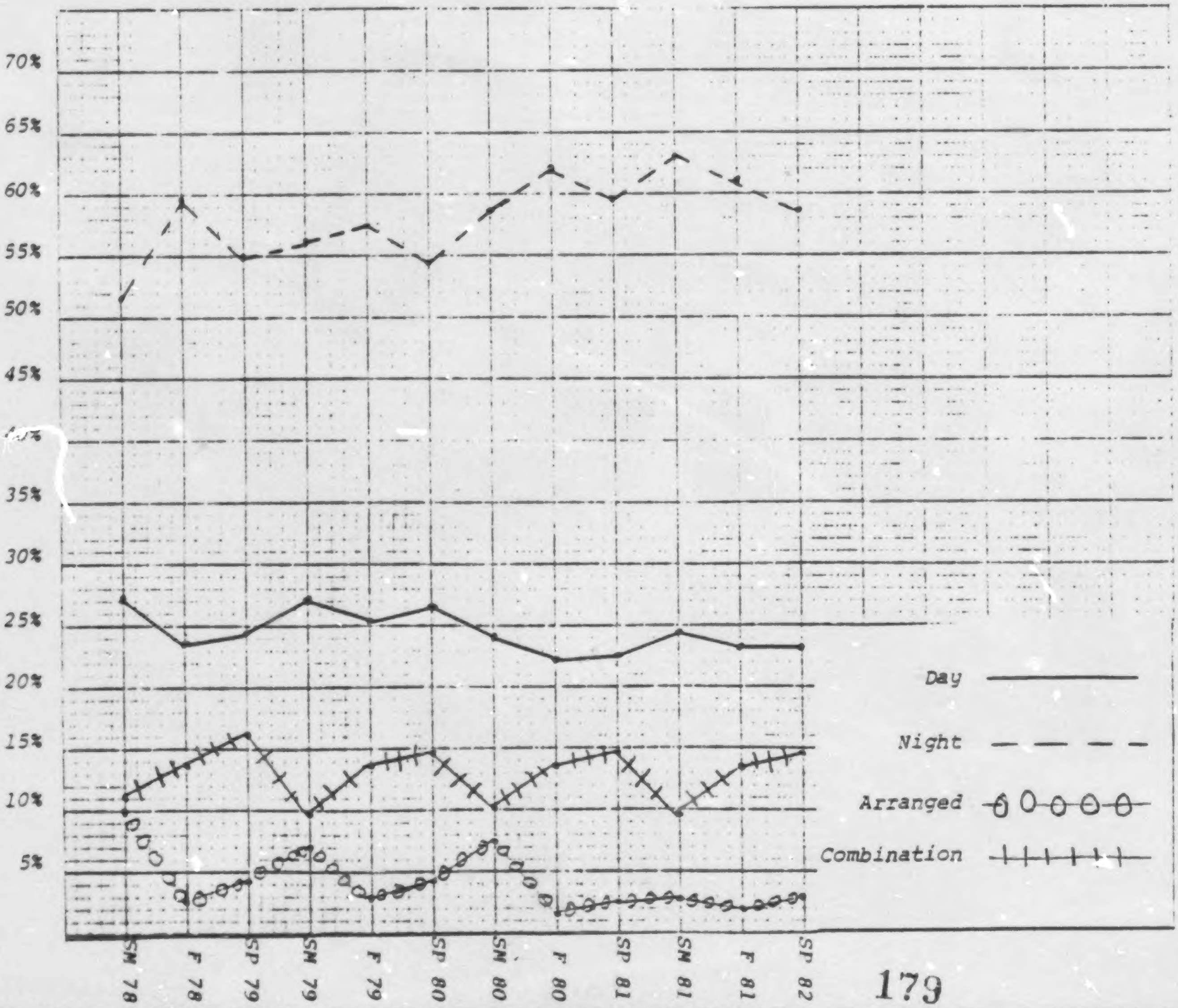


TABLE IV

Total Enrollments

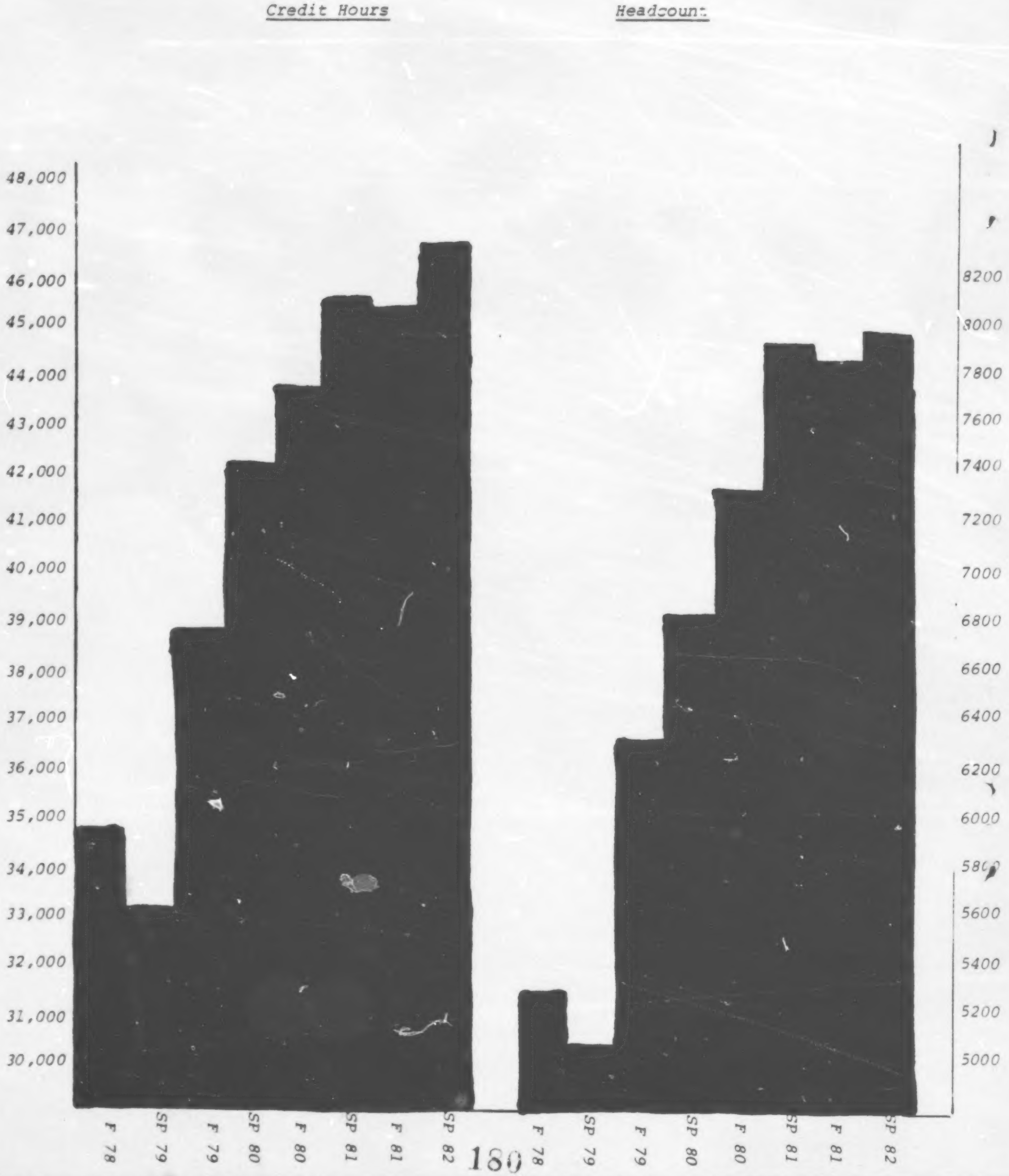


TABLE V

Enrollments in Day Classes Only

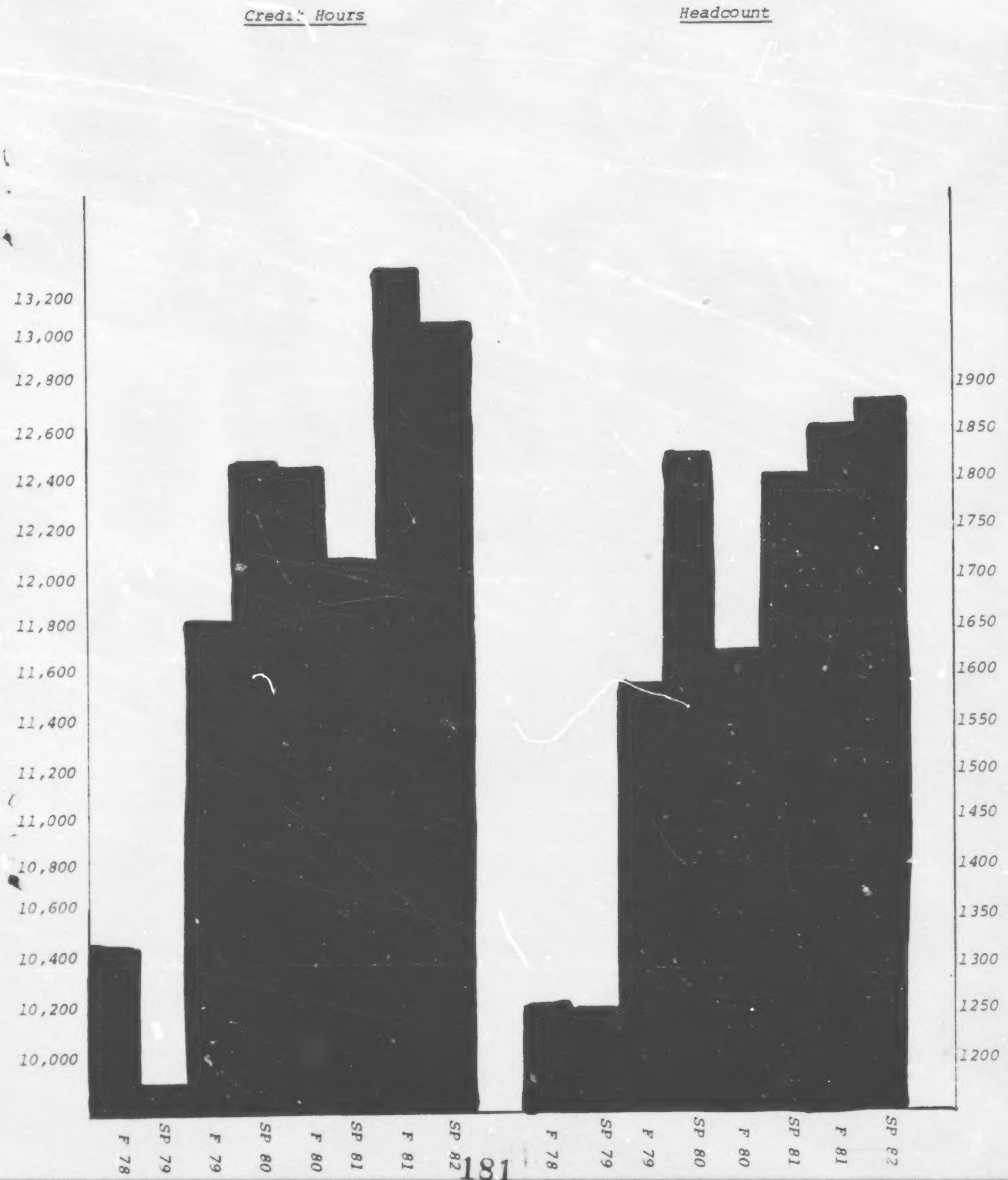


TABLE VI

Enrollments in Night Classes Only

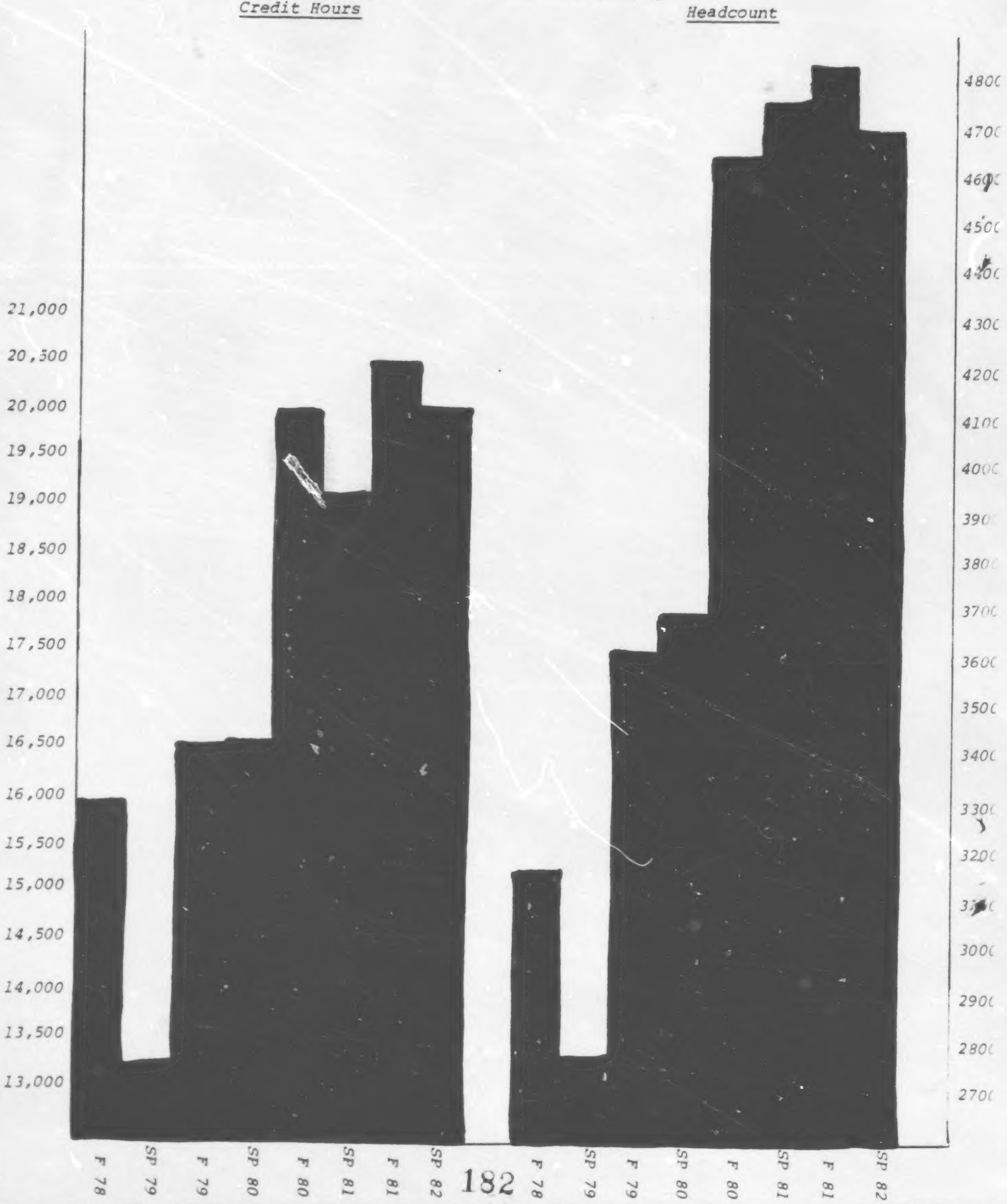


TABLE VII

Enrollments in Arranged Classes Only

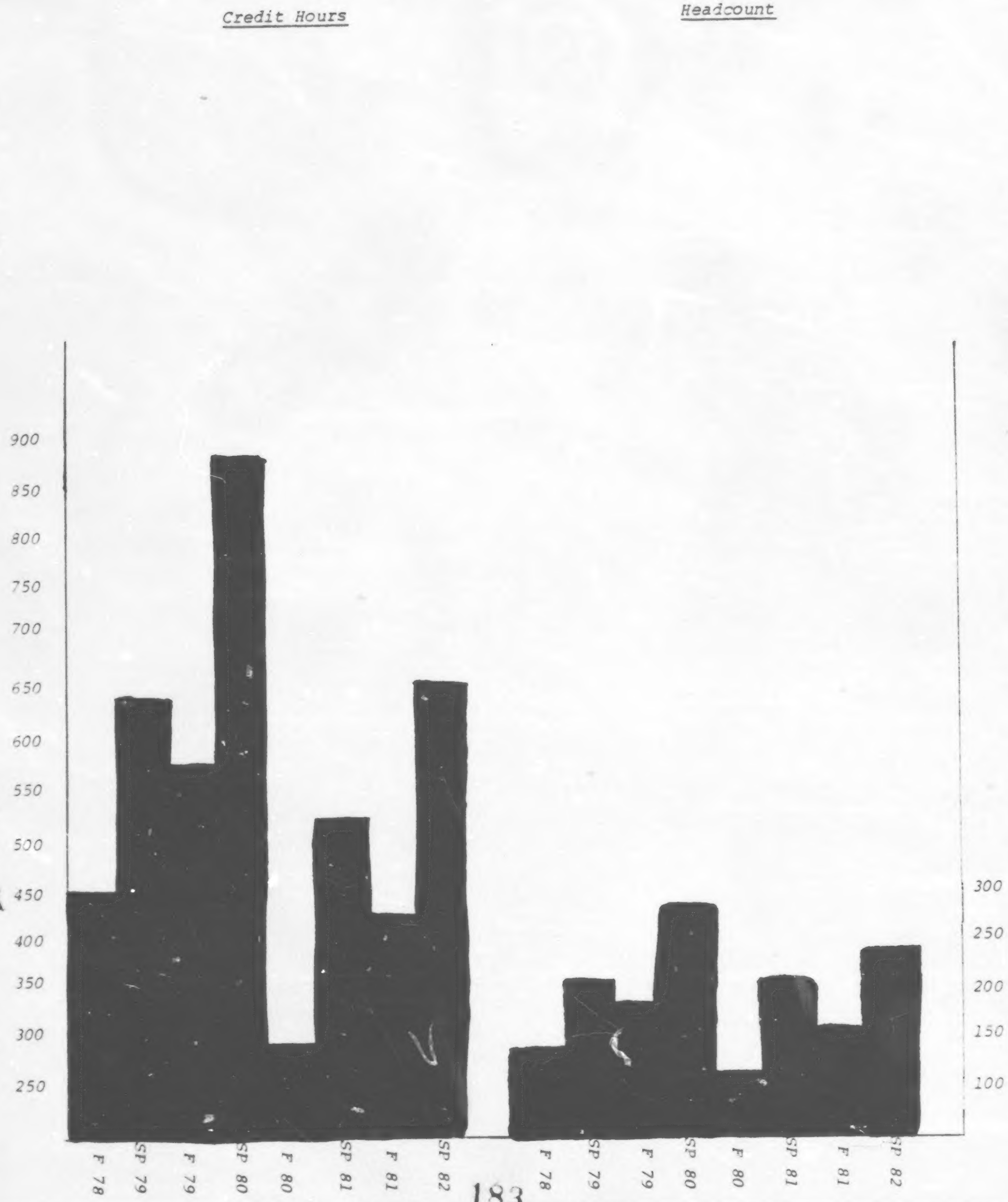
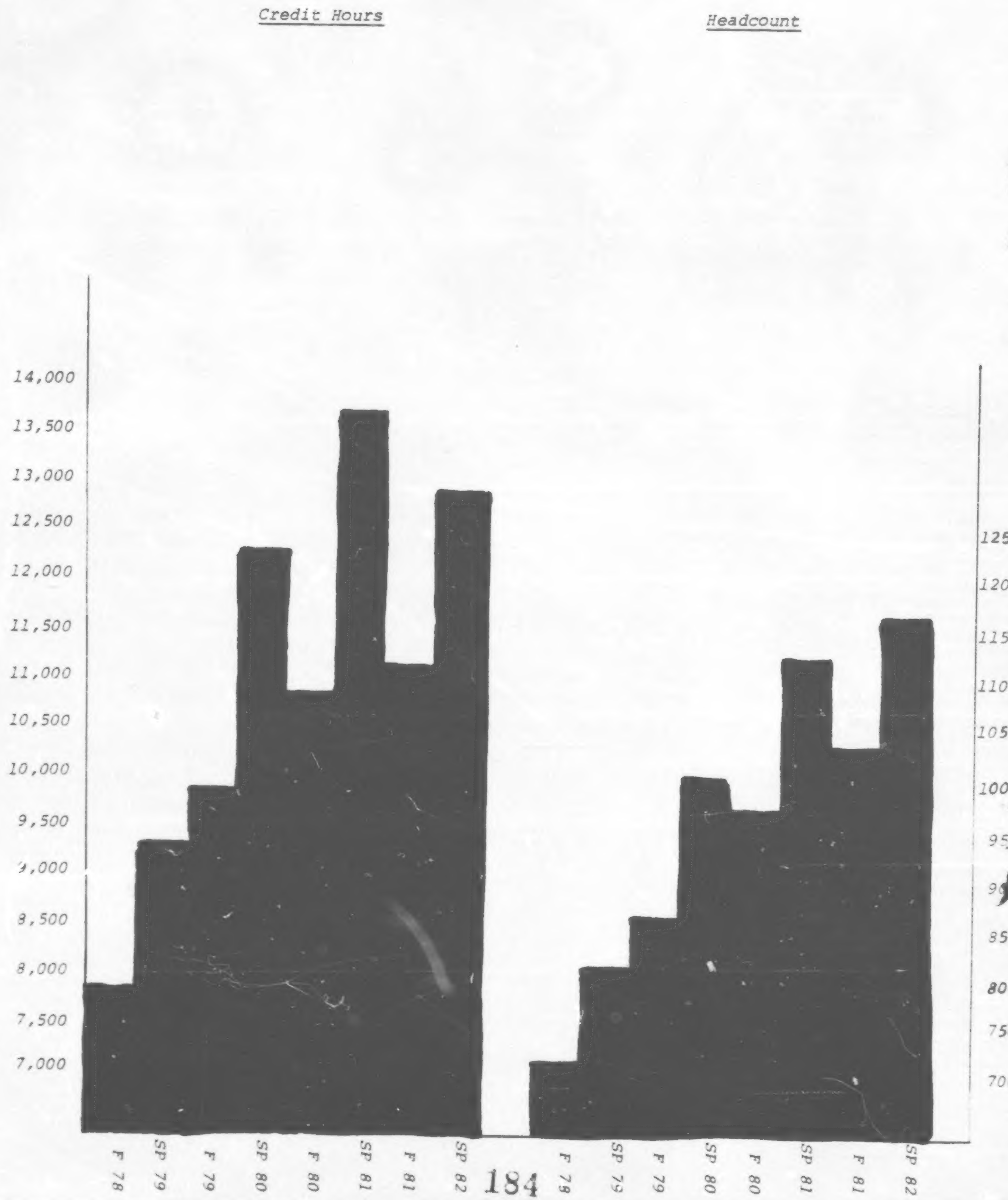


TABLE VIII

Enrollments in Combined Times



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